ED 340 822 AA 001 221

Resources in Education (RIE). Volume 27, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This Special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 340 823 CE 059 019

Alignment and Brakes Mechanic. Apprenticeship Training Standards = Mecanicien regleur d'avant-train et reparateur de freins. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 124p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Auto Mechanics; Behavioral Objectives; Competence; *Competency Based Education; Foreign Countries; Job Performance; *Job Skills; Job Training; *Motor Vehicles; Postsecondary Education; Skilled Occupations; *Standards; Trade and Industrial Education
IDENTIFIERS- *Brakes (Automotive); Ontario

These training standards for alignment and brakes mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers

ED 340 839 CE 059 377

Saxena, J. C., Ed.; Sachdeva, J. L., Ed.
National Literacy Mission: Problems and Prospects. Proceedings of the All India Adult Education Conference (41st, Aurangabad, India, October 28-31, 1988). Series 169.
PUB DATE- 89
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Literacy; Articulation (Education); Community Centers; Females; Foreign Countries; Functional Literacy; Higher Education; Labor Force Development; Mass Instruction; *National Programs; Postsecondary Education; School Community Relationship; Secondary Education; Technological Advancement; Universities; Voluntary Agencies
IDENTIFIERS- *India; Indian Adult Education Association (India)

The conference reported in this document was convened by the Indian Adult Education Association in collaboration with the Adult Continuing Education & Extension Centre of Marathwada University. Attended by 230 delegates from throughout India, the conference focussed on ways of developing an all-out attack on the country's huge illiteracy problem. Following an introduction and a summary of recommendations are a working paper, "National Literacy Mission (NLM)" (B.B. Mohanty et al.), and the following group reports: "Mass Programme of Functional Literacy"; "Jan Shikshan Nilayams"; "Implementation of NLM"; "Voluntary Agencies--Their Role in NLM"; and "Linkage of NLM with Development." Four other papers are included: "Resource Support of Universities for Effective Functioning of Jana Shikshan Nilayams" (V.L.N. Reddy, K. Kumaraswamy); "National Literacy Mission--An NGO (Nongovernmental Organization) Perspective from the Field" (Om Shrivastava); "Is Literacy Reaching Women?" (Kamala Rana); and "National Literacy Mission--The Role of Technology" (M.C. Reddappa Reddy). (NLA)

ED 340 840 CE 059 671

Gaskill, Melissa Lynn
Apparel Marketing. Student Manual and Answer Book/Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Assignments; Competency Based Education; *Distributive Education; Facility Inventory; *Fashion Industry; Instructional Materials; Job Training; *Marketing; *Merchandising; Postsecondary Education; Purchasing; Retailing; Salesmanship; Sales Workers; Teaching Guides
IDENTIFIERS- Distributive Education Clubs of America

This document on apparel marketing contains both a student's manual and an answer book/teacher's guide. The student's manual contains the following 16 assignments: (1) introduction to fashion and fashion merchandising; (2) current fashion; (3) careers in fashion; (4) buying; (5) retailing; (6) merchandise

ED 340 857 CE 059 940

Cassara, Beverly Benner
Embracing the Obvious: Adult Education Goes International.
PUB DATE- 17 Jun 90
NOTE- 16p.; Welcoming address presented at the International Adult Education Institute (Gorham, ME, June 17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; Adult Programs; College Programs; Community Education; *Course Content; *Employment Opportunities; Higher Education; *International Education; Occupational Information; *Preservice Teacher Education; Professional Education

International adult education can be defined as training and development of insights and values for the purpose of professional action. The frame of reference for international adult education is international understanding. Adult educators can help their students understand why they need to become literate as they examine literacy efforts in other countries and the reasons why literacy matters in various cultures. They can help adults to know themselves and the world so that they may play a responsible part. Courses in international adult education include a review and discussion of the various philosophies of adult education, the history of adult education internationally beginning with the Folk High Schools of Denmark, contributions of individual adult educators like Roby Kidd and George Aker, human geography, and educational practices of various countries. Career opportunities for international adult education graduates include training positions with the World Bank, the United Nations, the Red Cross, and other international organizations; grant writing positions with nonprofit organizations; evaluation positions with philanthropic organizations; development jobs in developing nations; and study group leadership in the United States. Adult educators can fill a great many roles while collaborating with others around the world and helping to promote a peaceful global community. (KC)

ED 340 858 CE 059 942

Analysis of Linkages in Selected School-to-Work and Career Advancement Transition Programs.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- Mar 91
NOTE- 222p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Change; Corporate Support; *Demonstration Programs; Disadvantaged; Dislocated Workers; *Education Work Relationship; Experiential Learning; *Incentives; Job Skills; Job Training; Postsecondary Education; *Promotion (Occupational); Publicity; Recruitment; Retraining; Rewards; *School Business Relationship; Secondary Education

A study focused on formal and informal linkages between industry and education that were supportive of structured work-based learning at three transition points: entry, dislocation, and upgrade. During 1990, site visits were made to 10 school-to-work, 1 dislocated worker, and 4 career advancement programs.

ED 340 876 CE 060 010

Starr, Harold
A Third-Party Evaluation of the Iowa Curriculum Assistance System.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; Curriculum Research; *Curriculum Study Centers; Educational Resources; Higher Education; Postsecondary Education; *Program Attitudes; *Program Improvement; Secondary Education; Vocational Education
IDENTIFIERS- *Iowa Curriculum Assistance System

The Iowa Curriculum Assistance System at the University of Iowa collects and disseminates curriculum materials and information and offers inservice workshops to vocational educators. A third-party evaluation of the system was made through a 3-day site visit by three experts who interviewed personnel from the system, administrators and faculty from the College of Education, the system's advisory council, and the Iowa Department of Education. Open-ended, semistructured interviews focused on three lines of inquiry: current operations of the Iowa Curriculum Assistance System, the context and network of program improvements for career education, and how planning and evaluation practices influence the operations of the system. Eleven major findings were reported, leading to the following six conclusions: (1) the system is a viable and successful project that should be continued; (2) the roles and relationships of the system to other components of the statewide curriculum improvement effort should be better defined; (3) formal mechanisms for policy setting, planning, evaluation, and redirection of the system should be established; (4) the role and functioning of the system should be reexamined; (5) the system could make better use of available cataloging and recordkeeping technologies; and (6) the time and efforts of the system's staff should be leveraged so services can be expanded without overtaxing staff. Recommendations included establishing a policy-advisory group for the system, formulating guidelines for operation, setting goals and objectives, increasing the use of state partnerships, and expanding the service to the private sector. (KC)

ED 340 877 CE 060 015

Education for Business in Iowa. Curriculum and Reference Guide.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- 89
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Advisory Committees; Articulation (Education); *Basic Business Education; *Business Education; Business Skills; Career Education; Certification; Community Colleges; Computer Graphics; Computer Literacy; Consumer Economics; Continuing Education; Databases; Desktop Publishing; Elementary Secondary Education; Entrepreneurship; Keyboarding (Data Entry); *Marketing; Merchandising; *Office Automation; Programing; Reference Materials; Salesmanship; Shorthand;

ED 340 894 CE 060 049

Idaho Partnership for Workplace Literacy. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 387p.; The generic skills data & people questionnaire will not reproduce well due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Cooperative Programs; Employer Employee Relationship; English (Second Language); High School Equivalency Programs; *Inplant Programs; Institutional Cooperation; *Labor Force Development; *Literacy Education; Outcomes of Education; Program Costs; Program Design; Program Effectiveness; *Program Implementation; Second Language Instruction; State Programs; Statewide Planning
IDENTIFIERS- *Idaho; Partnerships in Education; *Workplace Literacy

A project was conducted to coordinate and facilitate the delivery of workplace literacy programs in business and industry in Idaho. The project began with an audioconference, followed by a 3-day workshop in December 1988 for new workplace literacy coordinators and coordinators from postsecondary education and the state Department of Employment. More than 600 companies were contacted and 31 programs were funded, involving more than 900 participants. Program components included General Educational Development tapes played over public television and offered in public libraries, with a computer program to supplement the tapes; programs with English as a Second Language (ESL) participants developed around safety and job description curriculum; and efforts to teach at the work station as well as in the classroom. Supervisors or company tutors worked with instructors to help present one-on-one instruction. Participants were encouraged to discuss the training in group activities in the classroom. The project also established an identification and referral network. A proposed child-care component was not developed. (This report includes documents from the project: child care agreement; steering committee members list and meeting minutes; third-party evaluation report; staff training materials such as a generic skills research and development questionnaire, an instrument developed by the Department of Manpower and Immigration, Saskatchewan, Canada; draft procedures and training manual; and news articles about the project.) (KC)

ED 340 895 CE 060 050

Industrial Technology Orientation Curriculum Guide.
PUB DATE- 89
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Transportation; Alternative Energy Sources; Basic Skills; Career Planning; Communication (Thought Transfer); Computer Oriented Programs; *Construction Industry; Construction Materials; Design; Drafting; *Energy; Energy Conservation; Graphic Arts; High Schools; Industry; Job Skills;

ED 340 913 CE 060 113

Dyer, Delwyn A.; Williams, Oscar M.
Developing Effective Boards, Councils and Commissions. Revised.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 91
NOTE- 28p.; For related documents, see CE 060 109-112.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Advisory Committees; Advocacy; *Citizens Councils; Community Cooperation; Fund Raising; *Governing Boards; Legal Responsibility; Linking Agents; Marketing; Mission Statements; Nonprofit Organizations; *Organizational Effectiveness; Organizational Objectives; Participative Decision Making; Planning; *Planning Commissions; Policy Formation; Program Evaluation; Sanctions

Effective board operations are an art as well as a science. Local advisory boards or governing boards/councils refer to active, duly organized, and representative bodies that hold regular meetings and make decisions on behalf of the membership, and whose members serve without pay. Advisory boards assist those who make organizational decisions but do not exercise final authority. Organizational boards and councils organize work around a planning frame. Boards do not get involved in program delivery detail, but in many organizations board members are also program volunteers. Although some board functions are for maintenance, others are developmental. These functions are true for most community-based nonprofit boards and are categorized under 10 broad headings: mission statements and policy-setting; long- and short-range planning; resource development; fiduciary care; assuring compliance; image development; linkage and sanctioning; advocacy; ensuring the quality of the chief executive officer and/or staff; and evaluation. (This document contains five figures: hierarchy of planning, board-committee meeting cycle, policy formulation, higher degree of goal integration, the communications network. Nine references and three additional sources of assistance are included.) (NLA)

ED 340 914 CE 060 116

Hayes, Elisabeth
Follow-up Study of 1989 GED Recipients in Wisconsin. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Dec 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Citizen Participation; Comparative Analysis; Cost Effectiveness; *Educational Benefits; Education Work Relationship; Followup Studies; Goal Orientation; *High School Equivalency Programs; Interpersonal Competence; Interviews; Life Satisfaction; Occupational Aspiration; Parent Role; Professional Recognition; *Rewards; Self Concept; State Surveys; Surveys; Vocational Education
IDENTIFIERS- *General Educational Development Tests; Wisconsin

A study investigated the occupational, educational, personal, and social benefits of obtaining the General Educational Development (GED) credential for Wisconsin GED recipients. It

ED 340 932 CE 060 182

Duenk, Lester G.
Standards of Excellence in Trade and Industrial Teacher Education: A Status Report. Summary Report.
SPONS. AGENCY- National Association for Trade and Industrial Education, Leesburg, VA.
PUB DATE- Dec 91
NOTE- 21p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Excellence in Education; Higher Education; Institutional Characteristics; National Surveys; Postsecondary Education; Secondary Education; Sex Fairness; Standards; *Teacher Certification; *Teacher Education; Teacher Educators; Teacher Interns; Teacher Qualifications; *Trade and Industrial Education; *Trade and Industrial Teachers
IDENTIFIERS- *Standards of Excellence in Trade Industrial Educ

A 1990 study compared actual practice in trade and industrial education (T&I) degree and T&I option granting institutions with the standards delineated in section 2 of Standards of Excellence in T&I Education (U.S. Department of Education 1985). Descriptive data were compiled addressing the status of T&I teacher education in T&I undergraduate degree programs and T&I option undergraduate programs. Group 1, programs that offered degrees specifically titled "trade or industrial education," consisted of 28 respondents; group 2, programs that prepared persons for T&I teacher employment without a T&I degree title, consisted of 57 respondents. The instrument was an abbreviated version of the section covering standards for T&I teacher education. Data were transferred from the questionnaires to five tables that comprised the five phases of the study, namely: institutional characteristics, qualifications of T&I teacher educators, internship/inservice, program competencies, and sex equity. According to the findings, T&I teacher education programs could use the standards more fully in program planning and development. The percentages of T&I degree and T&I option programs that met or exceeded standards were reasonably consistent throughout the five delineated areas; there were differences of 8 percent or more in 14 of 39 categories. Of the five categories, sex equity showed the poorest rankings. (Appendixes include a list of degree title; a list of universities offering degree T&I education certification; and institutional responses to the questionnaires.) (YLB)

ED 340 933 CE 060 183

Duenk, Lester G.
Leadership in Trade and Industrial Education. Trade and Industrial Education Committee Structure: A Description of Local, State, & National Organization and Policies.
PUB DATE- Dec 91
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 340 951 CG 023 906

Morrison, Charles R.; And Others
Academic Coping Styles, Self-Concept, and Stress.
PUB DATE- 17 Aug 91
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Coping; Higher Education; *Self Concept; Self Esteem; Stress Management; *Stress Variables
IDENTIFIERS- *Optimism; *Pessimism

College students employ a number of cognitive strategies to help them cope with stress and anxiety. Some students expect to do well and have done well in the past (optimists), while others have done well in the past but expect to perform poorly on future tasks (defense-pessimists). Such coping strategies have been presumed to cushion self-esteem from threatening situations. This study questioned the assumption that coping strategies primarily cushion global self-esteem by examining which specific components or facets of self-concept differentiate optimists from defensive-pessimists. The relative strengths of 13 components of self-concept were compared between groups of college students (N=209) living on campus at a northwestern university, utilizing distinct coping strategies. The results indicated that strategies may have differential costs in the form of levels of stress. This study provides a new view of the dynamics and implications of coping styles used in academic situations. Rather than assume that coping styles are cushioning strategies for "self-esteem" per se, it is just as likely that they have more specificity and cushion weak or poorly developed facets of the self. Regarding stress, indeed defensive-pessimists and those without consistent coping strategies showed themselves to be more stressed that optimists. Although non-optimistic strategies may work, they may not be worth the price of long term stress. (Author/ABL)

ED 340 952 CG 023 907

Mazur, Elizabeth
Children's Perceptions of Marriage, Divorce, and Stepfamilies.
PUB DATE- Aug 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Divorce; Elementary School Students; Grade 2; Grade 4; Intermediate Grades; Kindergarten; Marriage; Primary Education; Stepfamily; *Student Attitudes

The typical approach to studying children's ideas about marriage and divorce is to ask children what they think about their parents' divorce and from their answers to calculate "divorce adjustment." This study used a different approach and asked about children's perceptions of marriage, divorce, and stepfamilies. It also studied if there are developmental differences in children's perceptions of these family issues

ED 340 970 CG 023 925

Geller, William W.
Attitudes towards Gays and Lesbians: A Longitudinal Study.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *College Students; Higher Education; *Homosexuality; Knowledge Level; *Lesbianism; Longitudinal Studies; *Student Attitudes

As part of a new student orientation at a rural northeastern state college, incoming students (N=150) were surveyed in fall 1989 regarding their knowledge and attitudes towards homosexuality. Students (N=140) were surveyed again in April 1991 after four semesters of educational intervention. The results indicated that new students were uncomfortable with and lacked knowledge about homosexuals, with less than half expressing comfort with particular situations involving most feeling statements. Greater levels of comfort with homosexual matters and increased knowledge were reported between the time of the first survey and the second. One-third or more of the students were informed and were comfortable with homosexuals. Two factors, the necessity of dialogue, and having contact with a homosexual person, emerged from this study as strategy elements that can make a difference. Homosexual, lesbian, and bisexual role models are important in shifting the attitudes of heterosexuals. Based on these findings and other research it seems reasonable to conclude that many peoples' feelings can change as they come to know a homosexual person. (LLL)

ED 340 971 CG 023 926

Lenz, Janet G.; And Others
Holland's Theory and Effective Use of Computer-Assisted Career Guidance Systems. Technical Report No. 12.
PUB DATE- Oct 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; Client Characteristics (Human Services); *Counseling Techniques; Higher Education
IDENTIFIERS- *Computer Assisted Career Guidance; Counseling Psychology; Hollands Theory of Occupational Choice; System of Interactive Guidance and Info Plus

Career interventions, and the related research and theory on this topic continue to be one of the most productive areas of practice, research, and theory in counseling psychology. Many studies of client characteristics and counseling interventions have examined the relationship between constructs derived from Holland's theory of vocational choice and various types of counseling interventions. The focus of this study was to link what has been learned from the history of career interventions and the application of Holland's theory to the career interventions process, to the use of computer-assisted career guidance systems as a career guidance intervention, with the goal of improving practitioners' decisionmaking regarding the best use of this technology with various types of clients. Subjects (N=102) were individuals who sought assistance at a university-based career center. They consisted of 71 females

ED 340 990 CG 023 947

Muller, Robert T.; And Others
The Construct Dimensionality of Victim Blame: The Situations of
Physical Child Abuse and Rape.
PUB DATE- Aug 91
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *College Students; Higher Education; *Rape; Student Attitudes; *Victims of Crime
IDENTIFIERS- *Blame

Several investigations have demonstrated that individuals tend to blame the victims of personal misfortune. However, few studies have been conducted to determine the dimensionality of the victim blame construct. Previous research has distinguished between two kinds of self-blame: behavioral and characterological. Individuals may blame themselves for having engaged in a certain activity. Alternatively, an individual may blame him/herself for being the kind of person he/she is. Prior research has assumed that victim blame in the cases of rape is separate and distinct from victim blame in other areas, such as child abuse. This study investigated the dimensionality of the victim blame construct using college undergraduate subjects (N=897) enrolled in introductory psychology at Michigan State University. Subjects were administered child abuse and rape attitude surveys. It was hypothesized that the multidimensionality of victim blame would be corroborated. Specifically, it was asserted that blame directed toward child abuse victims and blame directed toward rape victims would emerge as separate constructs. Additionally, it was proposed that behavioral and characterological components of victim blame would emerge as distinct factors. The results did not support these hypotheses. Instead, the data were consistent with a hierarchical measurement model. That is, a global victim blame construct emerged with child blame and rape blame as specific factors. Both behavioral and characterological victim blame also appeared to stem from a more global victim blame construct. (Author/ABL)

ED 340 991 CG 023 948

Newman, Ian M.; Anderson, Carolyn S.
Adolescent Drug Use in Nebraska, 1988. Technical Report 19.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Mar 89
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Alcohol Abuse; Behavior Patterns; *Drinking; *Drug Abuse; High School Seniors; *Incidence; Secondary Education; *Secondary School Students; *Smoking; State Surveys; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Nebraska

This research report describes alcohol, tobacco, and other drug use among a representative sample of 7,187 Nebraska junior and

ED 341 009 CG 023 966

Wilson, Linda S.; Ranft, Victor A.
Ethics Training in Graduate Programs.
PUB DATE- Aug 91
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Doctoral Programs; *Ethical Instruction; *Ethics; *Graduate Students; Graduate Study; Higher Education; *Psychology

Ethics training in graduate psychology programs has blossomed in the last decade but the debate continues regarding how graduate ethics should be taught. While an effective model of ethics training is being discussed among professors, student input has been negligible, and information from students in counseling psychology programs nonexistent. This study surveyed student representatives (N=50) from American Psychological Association-accredited doctoral programs in counseling psychology for 1990 on their exposure and type of ethics education, as well as their perception of preparedness to deal with ethical dilemmas. Results indicated that 94% of the programs require training in ethics. Ethics instruction is varied in format and methods. Formal coursework is apparently the most frequently used format, but seminars and integration with other coursework are also formats being utilized, sometimes in combinations. Students feel prepared for both legal and ethical issues which may arise in their professional roles, and this number jumps substantially after at least one course in ethics. Students who reported facing a previous ethical dilemma felt less prepared with factual information than in the decision making process, although they reported the emphasis of their training was much stronger on content than on process. This indicates that while students feel prepared to handle problem-solving and decision making related to ethical issues, they are not being taught these skills within their ethical training. (LLL)

ED 341 010 CG 023 967

Hunt, David J.; And Others
Persuasion in the Counseling Process.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); Counseling; *Counseling Techniques; Counselors; *Persuasive Discourse

Of all the methods and techniques arising from research in human communication that are subsequently used in counseling, the one most seldom mentioned in counseling literature is that of persuasion. The word persuasion is often wrongly used as a synonym for manipulation, an activity counselors are trained to avoid in working with clients. Verbal persuasion can be explored from the point of view that it is inherent in human communication and in the counseling process, and that its use is a direct method for helping the client change attitudes and behaviors. The counselor who understands persuasion and manages it properly will not be overly concerned when it occurs in

ED 341 028 CS 010 803

Bailey, Dora L.; Ginnetti, Philip
Adapting Cooperative Learning and Embedding It into Holistic Language Usage.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *Cooperative Learning; Elementary Education; Teacher Role; *Whole Language Approach; Writing Instruction
IDENTIFIERS- *Collaborative Writing; *Process Approach (Writing)

Class collaboration and small group composition illustrate the embedding of cooperative learning theory in whole language classroom events. Through this experience all students participate in active learning. The teacher has a weighty role in decision making, setting of the lesson, assigning roles, and monitoring segments of cooperative learning as these are embedded into whole language oriented lessons. Students' self-selected reading choices and writing topics serve as a focus for cooperative learning. Writing guidance is given in a class collaborated setting as well as in a group collaboration before the students do individual writing. During implementation, the strategies, story mapping, and the writing process intertwine while students and teacher act collaboratively and cooperatively. Students are introduced to "fractured fairy tales" by professional authors, and use simple story maps to focus on the various components of each story. In the next step, the class collaboratively writes a fractured fairy tale, going through all steps of the writing process. Then students repeat the process in groups of four or five before composing an individual piece of writing. This process has been used successfully by preservice teachers in a field based program and by practicing classroom teachers. (An example of a fractured fairy tale created by inner city second graders from northeast Ohio, a representative bibliography of 13 original fairy tales and 9 fractured fairy tales, and 19 references are attached.) (RS)

ED 341 029 CS 010 804

Clery, Carolsue; Pikrone, Gayle A.
Reading Autobiographies Written by Special Admission College Freshmen.
PUB DATE- Nov 91
NOTE- 22p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Autobiographies; College Freshmen; Higher Education; *Low Achievement; *Reading Attitudes; Reading Research; Writing Assignments
IDENTIFIERS- *Reading Behavior

Students in 4 sections of a college reading and study strategies course at a comprehensive midwestern university (part of a

ED 341 049 CS 010 826

Tate, Davie, Jr.; Edwards, Peter
The Culturally/Linguistically Diverse Child, The Law, Reading Method Textbooks and the First "R."
PUB DATE- 28 Feb 92
NOTE- 24p.; Paper presented at the Annual Pennsylvania Black Conference on Higher Education (22nd, Philadelphia, PA, February 28, 1992). Preparation of this research report supported by a Summer Scholar Grant from Clarion University of Pennsylvania.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *Black Students; Higher Education; Nonstandard Dialects; *Reading Instruction; Reading Research; *Textbook Bias; Textbook Research; *Textbooks
IDENTIFIERS- African Americans; *Equal Educational Opportunities Act 1974

A study investigated African-American children, Section 1703(f) of the Equal Education Opportunity Act of 1974 and the attention paid to teaching these children to read in current reading method textbooks. The main aspects of Black English were identified and recognized as significant barriers to reading achievement. The contents of 14 of the most widely used college and university undergraduate reading method textbooks were analyzed to determine whether the reading needs of African-American children were being addressed. Results indicated that little attention was being paid in reading textbooks to the reading needs of African-American children and that the plight of these culturally and linguistically diverse children over the last two decades had not changed significantly. (Three tables of descriptive statistics, and a series of positive teaching steps to improve the situation are included; 22 references are attached.) (Author/PRA)

ED 341 050 CS 213 102

Robbins, Bruce
Playwriting: Not Just for Dramatists.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; Class Activities; Drama; High Schools; Peer Evaluation; *Playwriting; Prewriting; *Teacher Role; Teacher Student Relationship; *Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- Process Approach (Writing)

Playwriting gives students focused experience with dialogue, which is useful in many kinds of writing, and provides an avenue for process-based writing instruction. The assignment of writing plays allows students to try out various personae without risking direct self-identification. Students write more for one another than for the teacher, allowing the teacher to become a facilitator and resource, rather than a dictator. Topic-generating prewriting activities such as brainstorming begin the project. In an incubation period, the class fleshes out possible characters. In the drafting stage, students keep

ED 341 069 CS 213 152

Flower, Linda; Higgins, Lorraine
Collaboration and the Construction of Meaning. Technical Report No. 56.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Cooperative Learning; *Freshman Composition; Higher Education; Planning; Teaching Methods; Writing Assignments; *Writing Improvement; Writing Research; *Writing Strategies
IDENTIFIERS- *Collaborative Learning; Process Approach (Writing); *Purpose (Composition)

A study explored the constructive, collaborative process of a group of writers under circumstances which throw light on dimensions of meaning making. The writers were college freshmen receiving "process instruction" and working collaboratively in a writing course. Collaborative planning is a loosely structured planning process in which the writer or "planner" explains a plan to a "supporter." The supporter listens, asks questions, and encourages the writer to develop the plan, aided by rhetorical prompts. The partners may then switch roles. In the study, scores were assigned to partners for constructive planning and generative quality. Results showed that collaborative planning drew students' attention beyond context and correctness to other matters such as purpose. As neither novices nor experts, students tried to adapt the knowledge and strategies they had to new problems. A picture emerged that resisted fitting into a simple pattern. Collaboration with reflection opened up an arena in which students could examine their own ways of negotiating issues of authority and the structures of school. (Four tables of data and three figures are included; 73 references and 1 appendix--containing the transcript of a collaborative planning session--are attached.) (SG)

ED 341 070 CS 213 154

Mouritzen, Gaye S.
Increasing Understanding of Right and Wrong in Relation to Cheating through the Curriculum of High School English Classes.
PUB DATE- 92
NOTE- 90p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cheating; Educational Research; *English Instruction; *Ethical Instruction; *Ethics; High Risk Students; High Schools; High School Students; *Moral Values; Plagiarism; *Values Education

A practicum was designed to deal with the problem of cheating in a public alternative high school for at-risk students. Questionnaires completed by the teachers and the student body indicated that students had a deficiency in understanding and applying principles of accepted right and wrong to situations involving the possibility of cheating. Major goals were that students comprehend the principles and motives that underlie behavior in such situations, learn strategies for use in making

ED 341 089 CS 507 693

Carver, Cynthia R.
The Role of the Ex-Forensics Director as a Mentor.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Educational Improvement; Higher Education; *Interpersonal Relationship; *Mentors; Professional Development
IDENTIFIERS- *Debate Coaches; Educational Issues; Protege Mentor Relationship

A forensics mentor is a person of greater rank, experience, or expertise who teaches, guides, and develops a person less experienced in the forensics profession. Interviews show that coaches and directors favor mentoring, and feel that it is desirable to the forensics community. In considering the applicability of mentoring to forensics, however, educators must note that questions and concerns exist about both the practice of mentoring and the research conducted to date on mentoring relationships. Possible drawbacks or dangers include relationships that are exploitive, stifling or overprotective. The Second National Development Conference on Individual Events has offered the following three recommendations for successfully establishing mentoring in forensics: (1) establish formal mentoring programs; (2) expand the existence of informal mentoring; and (3) expand the promotion function which mentoring can serve for less experienced forensics coaches. Ex-forensics directors are a potentially untapped resource for fulfilling the mentoring role. Some issues must be considered, however, when considering their use as mentors. First, ex-directors are unlikely to be good mentors if they were not good mentors when they were active directors. Second, they must be ready to relinquish the power and control associated with the director's position. Third, there is a question as to whether individuals who are no longer active in coaching can remain in touch. Finally, ex-directors may not be effective mentors unless they make an effort to be cognizant of potential problems and issues associated with mentoring. (Fourteen references are attached.) (PRA)

ED 341 090 CS 507 694

Zeuschner, Raymond Bud
Forensics as a Laboratory Experience in Small Group Communication.
PUB DATE- 31 Oct 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Experiential Learning; *Group Dynamics; Higher Education; *Interpersonal Communication; *Models; Undergraduate Students
IDENTIFIERS- *Small Group Communication

ED 341 108 CS 507 716

Littlefield, Robert S.
The Ex-Director as a Forensics Administrator.
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Responsibility; *Administrators; *Debate; Faculty Development; Higher Education; *Persuasive Discourse; *Program Administration; School Community Relationship
IDENTIFIERS- *Debate Coaches

When directors of forensics stop coaching and travelling with their teams, they often seek other roles to enable them to continue their affiliation with forensic activities. A closer look at five commonly held assumptions about the motivation of ex-directors shows that: (1) after active coaching ends, ex-directors do take on different roles in forensics; (2) ex-directors usually want to maintain contact with forensics; (3) directors cannot perform all tasks as effectively as they would like, so they often wait until after active coaching to pursue different roles; (4) forensic administration is actually not different after active coaching ends; and (5) active coaching is often the "villain" forcing directors out of the activity. There are benefits in having the "non-travelling" director function as an administrator. Ex-directors can assist the coach by assuming responsibility for planning, organizing, leading, and controlling the program, and for increasing support for forensics among other faculty. Forensics suffers significantly when forensics directors, with their years of experience, disappear from the activity after active coaching ends. Directors being able to continue involvement without travelling or coaching offers three benefits to the activity: delegating management to ex-directors allows more time for coaches to work with students; programs could enjoy institutional stability by having a liaison; and additional support for the program could be garnered through regular contacts with representatives from the business and professional community. (PRA)

ED 341 109 CS 507 717

Novak, Janet
"Shaken Not Stirring": A Case Study of the Political Potential of Rock Music Video.
PUB DATE- 3 Nov 91
NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Some broken letters may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Ambiguity; Case Studies; Change Agents; *Cultural Influences; Discourse Analysis; *Musicians; *Political Issues; *Popular Culture; Rhetorical Invention;

ED 341 129   EA 023 595

Comprehensive School Improvement. Hot Topics: Usable Research Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Effective Schools Research; Elementary Secondary Education; Higher Education; *Improvement Programs; *School Effectiveness; *School Restructuring; State Programs
IDENTIFIERS- Alabama; Florida; Georgia; Mississippi; North Carolina; South Carolina

The Southeastern Regional Vision for Education (SERVE) provides information on re-designing curriculum and instruction in schools, re-defining roles and responsibilities of school staffs, and promoting changes to address the needs of the Southeast's growing and diverse student population. SERVE offers a series of publications entitled "Hot Topics: Usable Research," which focus on issues of present relevance and importance in education in the region and act as guidebooks for educators. This "Hot Topics" expands the meaning of school improvement to include concepts of restructuring. Twelve characteristics of effective schools which provide the framework for this issue of "Hot Topics" include: clear goals, school-focused improvement, strong leadership, high expectations, focused program of instruction, collaborative decision making, individual and organizational development, order and discipline, maximized learning time, parent/community involvement, incentives/rewards for academic success, and careful and continuous evaluation. Each of these characteristics is addressed in the first section of this document, along with individual school research applications from the Southeast and the nation. The second section describes steps and procedures for implementing school improvement efforts. Section 3 describes current and planned state-sponsored school improvement programs in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. A list of names and addresses of other regional agencies and organizations involved with school improvement is included, as well as self-assessment forms. (LAP)

ED 341 130   EA 023 599

Jacobson, Stephen L.; Woodworth, Beth
Comparing Administrators' Perceptions of SBM.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991). Abbreviated version of a study that will appear in "Educational Considerations," Spring 1992.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrators; Elementary Secondary Education; Rural Schools; *School Based Management; *School District Autonomy; School Organization; Urban Schools

ED 341 150 EA 023 636

Wilson, W. C.; And Others
Attitudes toward School Choice in South Carolina.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Auburn, AL, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Change; Elementary Secondary Education; *Parent Attitudes; Politics of Education; Professors; Public Education; *Public Opinion; Racial Factors; *School Choice; Superintendents; *Teacher Attitudes
IDENTIFIERS- *South Carolina

School choice is the right of parents to decide where their children will attend school, regardless of residential school district boundaries. According to E. Marciniak (1989), the primary reason for advocating school choice was lack of progress in public school reform during the 1980s. The rationale for school choice is based on two assumptions: that all parents want the responsibility for educating their children; and that schools will increase efforts to achieve high standards. This research report defines school choice, examines its desired effects, and explores attitudes of parents, teachers, education professors, and superintendents toward public school choice. A survey instrument was field-tested and administered to representatives of these four groups. Results indicate inconsistencies in the groups' perceptions of school choice or its desirability as a reform. A major concern is that schools would become segregated along racial, economic, academic, or class lines and that an equal opportunity for education would not exist. Most opposition centers around the belief that if tax dollars follow the student to his or her school of choice, poor districts would become poorer while wealthy districts would become richer. Superintendents were most outspoken against choice, while 67 percent of parents favored choice. Four tables are appended. (12 references) (MLH)

ED 341 151 EA 023 637

Flanigan, J. L.; Richardson, M. D.
Deregulated Schools: A Research Study.
PUB DATE- Aug 91
NOTE- 25p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Educational Innovation; Elementary Secondary Education; Public Schools; *School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *South Carolina

As the decade of the 1990s began, there was uncertainty concerning the educational reforms attempted in the 1980s. This paper focuses on how deregulated schools in South Carolina reacted to the opportunity to create new programs to meet the needs of the community and students. Research indicates there

ED 341 172 EC 300 845

Pieper, Betty
Traumatic Brain Injury: What the Teacher Needs To Know.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 22p.; For related documents, see EC 300 846-849.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Family Involvement; Handicap Identification; *Head Injuries; Learning Problems; Mainstreaming; *Neurological Impairments; *Neuropsychology; Parent Teacher Cooperation; Remedial Instruction; *Student Characteristics; Student Evaluation; *Teacher Role; *Teaching Methods; Thinking Skills; Transitional Programs

Intended for use by the classroom teacher, this guide presents teaching suggestions as well as suggested resources for teaching children with traumatic brain injuries (TBI). Emphasis is placed on working with the injured family and the importance of planning for transition and re-entry into the classroom through a continuum of settings. Teachers are encouraged to become informed about TBI because of their direct service role, the high incidence of TBI, and the recognition of TBI in public law. Common problems associated with TBI are identified and include: impaired memory, attentional deficits, visual field losses, confusion and hesitancy in word finding, and behavioral problems. Also discussed are identification of the TBI child, assessment (by a neuropsychologist and others), teaching methods which capitalize on the child's strengths, and the educational problem of deciding whether to retrain, remediate, or compensate. Descriptions are given of successful teaching strategies which may involve retraining or developing thinking processes, developing compensatory skills, coaching the thinking process, and applying behavioral principles and strategies. Three references and 13 suggested resources are included. Appendices provide information summaries, a glossary, and teaching models. (DB)

ED 341 173 EC 300 846

Pieper, Betty
Sisters and Brothers, Brothers and Sisters in the Family Affected by Traumatic Brain Injury.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 18p.; For related documents, see EC 300 845-849.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling; Elementary Secondary Education; Emotional Adjustment; Family Problems; *Head Injuries; *Neurological Impairments; *Parent Attitudes; *Parent Child Relationship; Qualitative Research; Quality of Life; *Siblings; Social Support Groups; *Stress Variables

This report is based on a qualitative research study which

ED 341 192 EC 300 865

Pawl, Jeree, Ed.
Early Reading and Young Children.
PUB DATE- Sep 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Day Care; Economically Disadvantaged; Family Involvement; Homeless People; *Literacy Education; Medical Services; Parent Child Relationship; Parents as Teachers; Pediatrics; *Prereading Experience; Preschool Education; Program Development; *Reading Difficulties; *Reading Readiness; Toddlers

This theme issue focuses on literacy education and prereading activities for very young children who may be at risk for reading failure. It contains several papers, with the following titles and authors: "The Beginnings of Literacy" (Joan Brooks McLane and Gillian Dowley McNamee); "A Book Is a Child's Companion" (Jeree H. Pawl); "What's It Mean To Share a Story?" (Colleen E. Morisset); "Shared Reading in Daycare: Successes and Challenges" (Grover J. Whitehurst and Janet E. Fischel); "Reach Out and Read: A Pediatric Program To Support Emergent Literacy" (Kathleen Fitzgerald and Robert Needlman); "Stories for the Shelter: Introducing Books for Very Young Children to Parents and Staff" (Nancy Johns and others); "Parents as Teachers: Nurturing Literacy in the Very Young" (Mildred Winter and Joy M. Rouse); and "Family Literacy: Serving Undereducated Families" (Bonnie Lash Freeman). The issue concludes with notes about the National Center for Clinical Infant Programs and descriptions of recent publications. (JDD)

ED 341 193 EC 300 866

Compendium 1989-91: A Research Resource Manual.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 362p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Behavior; Children; *Chronic Illness; Cultural Influences; *Disabilities; Early Intervention; Education Work Relationship; Elementary Secondary Education; Evaluation Methods; Family Relationship; *Federal Aid; Federal Programs; Home Programs; Interpersonal Competence; Public Policy; Rehabilitation; *Research Projects; Screening Tests; Transitional Programs; Youth

This resource manual lists and describes research projects, federally funded between 1989-91, that focus on children, youth, and families living with chronic illness and disabilities. The projects were supported by the National Institute on Disability and Rehabilitation Research, the Bureau of Maternal and Child Health, the Child and Adolescent Service System Program, and the National Institute of Mental Health. The project descriptions, generally one-half to one page in length, consist of directory-type information and a summary of

ED 341 210 EC 300 883

White, Karl R.
Longitudinal Studies of the Effects of Alternative Types of Early Intervention for Children with Disabilities. Annual Report for Project Period October 1, 1990-September 30, 1991.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 528p.; For earlier studies, see ED 334 750-751, ED 303 972 and ED 293 240-241.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cost Effectiveness; *Delivery Systems; *Disabilities; *Early Intervention; Followup Studies; Instructional Effectiveness; *Longitudinal Studies; Parent Participation; Preschool Education; *Program Effectiveness; Special Health Problems; Visual Impairments
IDENTIFIERS- Medically Fragile

This document presents the first of several follow-up studies on the longitudinal effects and costs of providing alternative types of early intervention services to children with disabilities. The nine studies being followed focused on either variations in program intensity, variations in the age of beginning intervention, or variations in program type. The studies were done with various subgroups of children with disabilities (e.g., visually impaired, hearing impaired, severely disabled, etc.). The bulk of this report consists of individual reports for each of the nine studies. For each study, information is presented about the alternative forms of intervention being examined and the outcomes for the various measures of child and family functioning. The following studies are presented: (1) New Orleans (Louisiana) Visually Impaired Project; (2) South Metropolitan Association/Lake McHenry (Illinois) Project; (3) Arkansas Intensity Study; (4) Jordan (Utah) School District; (5) Salt Lake City (Utah) Medically Fragile Project; (6) Charleston (South Carolina) Periventricular-Intraventricular Hemorrhage Project; (7) Columbus (Ohio) Medically Fragile Project; (8) Des Moines (Iowa) Public Schools; and (9) Utah Parent Involvement 1986. (DB)

ED 341 211 EC 300 884

Berkay, Paul J.
A Proposed Model for a Deaf Employment Task Force in a Major Corporation.
PUB DATE- 91
NOTE- 12p.; Paper presented at the Southeast Regional Institute on Deafness (21st, Charleston, SC, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Business; *Committees; *Deafness; *Employer Employee Relationship; *Employment Programs; *Labor Relations; *Personnel Integration; Personnel Policy; Quality of Working Life; Staff Development

This paper describes the Deaf Employment Task Force established at a Fortune 500 corporation in Southern California and proposes a model for developing such a task force at other corporations. The task force consisted of an average of 15 managerial and professional individuals, representatives of a

ED 341 228 EC 300 998

Wagner, Mary; And Others
Youth with Disabilities: How Are They Doing? The First Comprehensive Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 582p.; For related documents, see EC 300 996-997.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Disabilities; Dropouts; Economically Disadvantaged; *Education Work Relationship; Emotional Disturbances; *Employment; Enrollment; Females; Followup Studies; Graduate Surveys; High School Graduates; High Schools; Interviews; Longitudinal Studies; Mainstreaming; National Surveys; *Outcomes of Education; *Personal Autonomy; Postsecondary Education; Severe Disabilities; Social Integration; Social Life; Special Education; Special Schools; *Student Characteristics; Student Placement; Visual Impairments; Vocational Education; Work Experience
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report presents findings of a 5-year study on the transition of youth with disabilities from secondary school to early adulthood. The study included more than 8,000 youth with disabilities who were aged 13 to 21 and receiving special education in 1985-86. It examined experiences of the students in education, employment, and personal independence. Data included interviews with students' parents in 1987, analysis of school records, and a survey of educators, followed up by 1989 interviews with a subsample of 800 parents and/or youth. An executive summary reports major findings addressing: characteristics of youth with disabilities, secondary school programs of students in regular schools, secondary school programs of students in special schools, secondary school performance, secondary school completion, social integration, personal and residential independence, employment, enrollment in postsecondary schools, engagement in productive activities outside the home, youth with emotional disturbances, youth with visual impairments, severely impaired youth, young women with disabilities, the economically disadvantaged, the link between secondary school and postschool outcomes, occupationally oriented vocational training, regular education placements, work experience during high school, and social activities. The report provides narrative analysis and many tables detailing findings in 11 chapters: "Introduction" (Mary Wagner); "More Than a Label: Characteristics of Youth with Disabilities" (Camille Marder and Robert Cox); "Secondary School Programs" (Mary Wagner); "Secondary School Performance" (Mary Wagner); "Sticking It Out: Secondary School Completion" (Mary Wagner); "Social Activities" (Lynn Newman); "Growing Up, Moving On: Aspects of Personal and Residential Independence" (Lynn Newman); "The Working World Awaits: Employment Experiences during and Shortly after Secondary School" (Ronald D'Amico); "Enrollment in Postsecondary Schools" (Paul Butler-Nalin and Mary Wagner); "A Broader Look at Outcomes: Engagement in Productive Activities after Secondary School" (E. Deborah Jay); and "Reflections" (Mary Wagner.) Five commentaries by leading professionals (Alan Abeson, Bud Fredericks, Teresa Middleton, Irving Kenneth Zola, and Jeffrey V. Osowski) and four appendixes conclude the report. References are provided for

ED 341 249 FL 020 005

Linnell, Julian D.
Instruction or Interaction? A Study of the Acquisition of Modals by Beginning Non-Native Speakers.
PUB DATE- 91
NOTE- 11p.; In: PENN Working Papers, Volume 7, Number 2/Fall 1991; see FL 020 001. p83-92.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language; *Grammar; *Language Acquisition; Language Research; *Language Skills; *Oral Language; *Second Language Learning; Teaching Methods; Verbs
IDENTIFIERS- *Modals (Verbs)

The question addressed in this paper is whether explicit instruction makes any difference in the acquisition of modals or whether opportunities for interaction are sufficient. Eight non-native speakers (NNSs), aged 17-35 and representing several nationalities, were tested. The language focus was "will," "be going to," and "won't." A covariance analysis was applied 1 year later. Results suggest that minimal instruction (1 hour per week over a 6 week period) from one instructor to four NNSs can make a difference at the elementary level, and that instruction was significant even for more difficult grammar such as modals. This study underscores the difficulties of quasi-experimental research in second language acquisition. It is suggested that future work could investigate the role and effects of consciousness-raising and learnability/teachability on the rate of acquisition and levels of ultimate attainment. Contains 16 references. (LB)

ED 341 250 FL 020 006

Porter, Felicia Lincoln
An Examination of Consultant-Student Discourse in a Writing Center Conference.
PUB DATE- 91
NOTE- 17p.; In: PENN Working Papers, Volume 7, Number 2/Fall 1991; see FL 020 001. p93-108.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; Conflict Resolution; *Discourse Analysis; Freshman Composition; Higher Education; *Interpersonal Communication; *Oral Language; *Teacher Student Relationship; *Writing Instruction

The discourse of writing center conferences was studied to determine whether it is potentially different from classroom discourse. The question was what happens to communication between teacher and student when the setting and roles are somewhat altered. The writing center setting was chosen because the focus is on face-to-face conversation that is not hierarchical. A particular moment in the interaction between one student and one writing consultant at the center was chosen for analysis using Mehan's model for analyzing the social organization of classrooms. Several examples of initiation, response, and evaluation (IRE) were found. Ways that agendas are negotiated and modified in discourse in a writing center conference were also noted. It was found that the conference differed from classroom discourse in some ways, and that when the student and consultant agendas came into conflict, the

ED 341 270 FL 020 040

Clark, Ellen Riojas
The State of the Art in Research on Teacher Training Models with Special Reference to Bilingual Education Teachers.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 32p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); Higher Education; *Language Teachers; *Limited English Speaking; *Teacher Education; *Teaching Skills; Trend Analysis

Teacher training is examined from two viewpoints: (1) how bilingual teacher education has evolved over the years; and (2) what all teachers, especially bilingual and English-as-a-Second-Language teachers, should know and be able to do when working with language minority, culturally different students. The first part of the paper describes the state of the art in bilingual teacher education from a historical perspective, including linguistic, cognitive, cultural, and social dimensions. The second part describes the needed teaching competencies based on a redefinition of the student population. More than 60 specific attitude, knowledge, and skill competencies are identified for two categories: cultural/linguistic incorporation and community participation. Skills related to curriculum, methodology, classroom management, and assessment are also presented. Contains 55 references. (LB)

ED 341 271 FL 020 041

Sajavaara, Kari; And Others
Communication and Discourse across Cultures and Languages. AFinLA Yearbook 1991. Publications de l'Association Finlandaise de Linguistic Appliquee (AFinLa). No. 49.
PUB DATE- 91
NOTE- 275p.; Papers presented at the Seminar of Cross-Cultural Communication (Jyvaskyla, Finland, March 23, 1991) and the Finnish Seminar on Discourse Analysis (3rd, Jyvaskyla, Finland, November 15-16, 1991). For individual papers, see FL 020 042-063.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; *Discourse Analysis; Elementary Secondary Education; *Finnish; Foreign Countries; *Intercultural Communication; *International Communication; Preschool Education; *Sociolinguistics; Uncommonly Taught Languages

The papers collected in this volume, although taken from two separate seminars, represent for the most part various facets of the same problem area, that of cross-cultural discourse. Papers are: "Symbolic Internationalization: Beyond the Practical Use of Foreign Languages in Intercultural Education"; "How to Avoid Ethnocentricity and Stereotypes in Analyzing Another Culture: Methodological Considerations"; "Analyzing and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Fourteen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: demonstrate safe working practice and techniques; apply general work practices and procedures; perform preliminary diagnosis; repair passive suspension systems; repair active suspension system; repair power manual steering system; repair electronically controlled steering system; repair front drive axle components; repair steering column; repair passive braking system; repair active braking system; align wheels; verify repairs; and maintain equipment. A competency analysis profile chart is attached. (YLB)

ED 340 824 CE 059 020

Marine Engine Mechanic. Apprenticeship Training Standards = Mecanicien de bateaux a moteur. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 64p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Certification; Competency Based Education; Equipment Maintenance; Foreign Countries; Job Performance; Job Skills; Job Training; *Machine Repairers; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Small Engine Mechanics; *Standards
IDENTIFIERS- *Boats; *Marine Occupations; Ontario

These training standards for marine engine mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Seven training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) demonstrate safe working practices and techniques; (2) apply general work practices and procedures; (3) operate boats and boat handling equipment; (4) maintain and repair engines and engine components; (5) install engines and propulsion systems; (6) maintain and repair drive systems; and (7) install, maintain, repair boat systems and accessories. A competency analysis profile chart is attached. (NLA)

ED 340 825 CE 059 022

basics; (7) merchandise--promotion and presentation; (8) women's merchandise--promotion and presentation; (9) men's merchandise--promotion and presentation; (10) children's merchandise--promotion and presentation; (11) shoes; (12) preparing marketing plans; (13) selling; (14) inventory control; (15) loss prevention; and (16) trends--past, present, and future. Each assignment may contain objectives, questions, activities, and figures. The teacher's guide has two parts: using apparel marketing for independent study and classroom instruction and answer key. The first section has six parts: assignments and objectives; marketing education essential elements related to content; tasks done on the job in apparel marketing and selling ready-to-wear; key competencies based on the National Curriculum Framework; information on Distributive Education Clubs of America competition; and sample training plans. The answer key contains answers to all assignment questions and examples of some assignment activities. (NLA)

ED 340 841 CE 059 673

Gaskill, Melissa Lynn; Summerall, Mary
Supermarket Special Departments. Student Manual and Answer Book/Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bakery Industry; Competency Based Education; Cosmetology; Electronic Equipment; Floriculture; Food; *Food Service; Foods Instruction; *Food Stores; Home Furnishings; Instructional Materials; Job Training; Meat; *Merchandising; Pharmacy; Photographic Equipment; Postsecondary Education; Repair; Retailing; Service Occupations; Videotape Cassettes
IDENTIFIERS- Customer Services; Distributive Education Clubs of America

This document on food marketing for supermarket special departments contains both a student's manual and an answer book/teacher's guide. The student's manual contains the following 11 assignments: (1) supermarkets of today; (2) merchandising; (3) pharmacy and cosmetics department; (4) housewares and home hardware; (5) video/camera/electronics departments; (6) health foods; (7) floral/gift departments; (8) deli/bakery departments; (9) catering and takeout; (10) specialty meats and seafood; and (11) courtesy services. Each assignment may include objectives, questions, activities, and figures. The teacher's guide contains two parts: using supermarket special departments for independent study and classroom instruction; and answer key. The first part contains six sections related to supermarket special departments: assignments and objectives; marketing education essential elements related to content; tasks done on the job in food marketing; key competencies based on the National Curriculum Framework; information on Distributive Education Clubs of America competition; and sample training plans. The answer key contains answers to all assignment questions and examples of some assignment activities. (NLA)

ED 340 842 CE 059 675

Study methodology included informal discussions with representatives of the key partners and trainees and/or graduates at each program, observations of actual classroom instruction and workplace training, and examination of relevant program materials. A qualitative data analysis within and across program models identified similarities and differences in three major areas: linkages within the programs; program operations; and factors affecting successful program operations. Four categories of partners were involved: (1) program; (2) employers; (3) educational institutions; and (4) trade, governmental, and community organizations. Partnerships were supported by formal devices. Outreach and recruitment activities were closely related to public promotion. Although programs offered various types of training, all stressed experiential, hands-on techniques. Factors identified as incentives or rewards were consistent within each category of participant and within program type but not across program type. Six categories of barriers were consistent across programs: size inefficiencies; cult of personality; lack of information; demographic/economic changes; turf conflicts; and resources. (YLB)

ED 340 859 CE 059 943

Jensen, Claudia
State Technical Committee for Accounting. Official Report.
PUB DATE- Jul 87
NOTE- 241p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; Bookkeeping; Business Education; Business Skills; Clerical Occupations; Curriculum Development; Entry Workers; Instructional Materials; *Job Analysis; Job Skills; *Office Occupations Education; Payroll Records; Postsecondary Education; Secondary Education; Supervisors; *Task Analysis; Teaching Guides
IDENTIFIERS- Accounts Receivable Clerks; Oregon

This report contains validated task inventory listings for accounting occupations. An introductory report in brief outline form gives background of the work of the technical committee that identified the duties and tasks. This is followed by four attachments which make up most of the document. Attachment A has two parts: (1) an accounting skills inventory for 10 duties and corresponding tasks, ranked as entry, retention, or advanced; and (2) a tools, equipment, and work-aid list, indicating the frequency with which each is used on the job (low, medium, or high). Attachment B lists six assumptions of the technical committee project. Attachment C contains job descriptions for bookkeeper, accounting clerk, and nondegreed accountant. Attachment D, the largest of the four, begins with a list of basic skills for the accounting clerk, nondegreed accountant, and bookkeeper occupations. Next, a chart cross-references duties and tasks with performance guides for five accounting occupations: accounts payable clerk/supervisor; accounts receivable clerk/supervisor; fixed assets clerk/supervisor; general ledger clerk/supervisor; and payroll clerk/supervisor. The remainder of the guide lists the tasks for each of the 10 major duties, ranked as entry/retention (maintain files; process transactions; correct errors; prepare reports; resolve problems; communicate with outsiders) or advanced (audit records; establish policies; execute policies; supervise and instruct). Each task is presented on a separate

Spreadsheets; State Curriculum Guides; Word Processing
IDENTIFIERS- Business Law; Business Mathematics; *Iowa

This business education curriculum model contains elementary, middle/junior high, and high school business education courses for Iowa students in the following areas: accounting, basic business, information processing, marketing, and general topics. A curriculum model provides specific courses for different educational levels. Each area contains units, and within each unit, the following may be included: introduction, course objectives, competencies, course content, teaching strategies, and references. Accounting units include recordkeeping, accounting I, and accounting II. Basic business units are as follows: introduction to business, consumer economics, business mathematics, and business law. Information processing includes five units: keyboarding, word origination, computer applications, business procedures, and business and office education. Marketing units include the following: principles of marketing, sales and promotion, entrepreneurship, marketing education, and a marketing education-related class. General topics are as follows: advisory councils, area education agencies, articulation, career education, certification, community colleges, continuing education, equity, Iowa Curriculum Assistance System, methods of instruction, multioccupations, prehigh school, professional organizations, program evaluation standards, public relations, small schools, special needs, student organizations, and training demands. (NLA)

ED 340 878 CE 060 016

Hedlund, Daniel
High School and Community College Planning: Feasibility Study. Annual Report: 1 July 1987-30 June 1988.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- 30 Jun 88
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Bachelors Degrees; *College School Cooperation; Community Colleges; *Comprehensive Programs; *Coordination; Delivery Systems; *Educational Cooperation; Feasibility Studies; High Schools; Occupational Clusters; Parent Participation; *Regional Schools; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Iowa

The feasibility of combining the resources of the school districts of Ottumwa, Iowa, and neighboring areas with Indian Hills Community College into a comprehensive program for Ottumwa high school students at a regional site was investigated. An articulated vocational program, beginning at the junior high level, would extend through high school, Indian Hills Community College, and perhaps to a baccalaureate degree in technologies. Competency-based curricula were seen to be offered throughout grades 10-14. Technical training and placement would occur through the college. Six assumptions were made by participants: a comprehensive high school is a desired delivery model; a cluster approach to vocational education is desired; high school level vocational education will not be exclusively job specific; the project assists high schools in meeting the requirements of 10 units in 4 out of 5 eligible clusters; parents and students will be involved; and definition will be added to the role of vocational education at both the high school and area school level. (Seven appendices are

*Manufacturing; Photography; Service Occupations; Solar Energy; State Curriculum Guides; Technological Advancement; *Technology; *Telecommunications; Transportation
IDENTIFIERS- Illinois; *Technology Education

The four courses in this guide were designed to meet the specifications for the career orientation level of Illinois' Education for Employment Curriculum Model. These orientation-level courses can be taken by high school students in any sequence: (1) communication technology; (2) energy utilization technology; (3) production technology; and (4) transportation technology. Introductory materials include the following: scope and sequence; lists of integrated skills in transition, vocational ethics, and generalizable areas; state goals for learning; Technology Student Association; and how to use the curriculum guide and lesson plans. The communication technology course contains the following units: drafting and design, photography, graphic arts, processing and communicating information with computers, and telecommunications. The energy utilization course covers the following: energy conversion and transmission, fossil fuels and energy conservation, alternative energy systems, and solar energy. The following units are in the production technology course: materials and processes, construction, manufacturing, and servicing. Topics for the transportation technology course are the following: land transportation, materials handling, water transportation, air transportation, and space transportation. Each unit provides the following: rationale; mission statement; description; outline; unit titles; unit objectives; suggested learning objectives and experiences; and list of resources, including organizations, software, and print materials. (NLA)

ED 340 896 CE 060 055

Pepple, Jerry
Task Lists for Agricultural Occupations, 1988: Cluster Matrices for Agricultural Occupations. Education for Employment Task Lists.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 88
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Programs; Agribusiness; *Agricultural Chemical Occupations; Agricultural Education; Agricultural Machinery; *Agricultural Occupations; Agricultural Safety; Agricultural Supplies; Dairy Farmers; *Employment Potential; Fertilizers; Grounds Keepers; High Schools; Horticulture; *Job Skills; Job Training; *Nursery Workers (Horticulture); *Occupational Clusters; Postsecondary Education; Recreational Facilities; Sales Workers; *Task Analysis; Vocational Education

This document contains four publications for agricultural occupations in Illinois. "Task Lists for Agricultural Occupations" provide lists of employability skills for the following: park aide; hand sprayer; gardener/groundskeeper; salesperson, parts, agricultural equipment; and dairy processing equipment operator. Each list contains skills required for listed duties. The second section includes task analyses for the cluster of horticulture in the following duty areas: storing, shipping, and taking inventory; and performing general office work. The third section provides task analyses for the cluster of agricultural business and management in the examined differences in the benefits experienced and factors that affected the nature and extent of these benefits. A questionnaire was mailed to 1,028 individuals who received the GED credential between July and December 1989, with an adjusted response rate of 50.2 percent. Factor analysis of responses yielded 11 benefit factors: occupational advancement, further education, vocational training, GED participation of others, life satisfaction, enhanced parental role, better relationships with others, financial security, improved self-image, higher aspirations, and greater community involvement. Respondent age was the demographic variable related to the largest number of benefits. In-depth telephone interviews were conducted with 49 survey respondents. Results suggested that graduates' adult roles and responsibilities had an impact on the benefits they experienced from obtaining the GED credential. The nature of graduates' goals affected the outcomes they experienced. Recommendations were made for high school completion program alternatives, provision of support services, collaboration with educational providers, and ongoing program evaluation and follow-up. (Appendixes include a list of 17 references, bibliography of 32 GED studies, and survey instruments.) (YLB)

ED 340 915 CE 060 117

Benedek, Andras; Kohl, Agnes
Environmental Education and Training in Hungary. Training Discussion Paper No. 83.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conservation (Environment); *Educational Development; Educational Research; Elementary Secondary Education; *Environmental Education; Foreign Countries; Job Training; Natural Resources; Nuclear Energy; Pollution; School Business Relationship; Science and Society; Teacher Education; *Technology; *Vocational Education; Water Pollution; Water Treatment
IDENTIFIERS- Environmental Protection; *Hungary

In Hungary, the educational system is responsible for developing an up-to-date and enlightened attitude toward the environment. Elementary schools have made the greatest advance in environmental education during the past 10 years. Conditions for environmental education are most favorable in the gymnasium; secondary vocational education has the greatest lack of environmental education in its curricula. A development project for environmental education in secondary vocational training has designed an ecological and environmental protection curriculum including general and specific requirements and some elements of curriculum content. Recommendations for teacher training and postgraduate training have also been made. Three pilot programs show correlations between environmental protection and technology. They illustrate the role of the Paks nuclear power plant in environmental education, an experiment in environmental education in the Baktay Ervin Gymnasium and Vocational Secondary School for Water Management in Budapest (Hungary), and an experiment in environmental education in the Petrik Lajos Vocational Secondary School for Industrial Chemistry in Budapest. Comprehensive analysis proposals are for the modernization of Hungarian environmental education and solutions to problems arising within the framework of international collaboration. (Appendixes include 20 references

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Instructional Leadership; *Leadership; Policy; Postsecondary Education; *Professional Associations; *Professional Development; Professional Recognition; Secondary Education; Student Organizations; *Trade and Industrial Education; Trade and Industrial Teachers; Vocational Education
IDENTIFIERS- American Vocational Association; Virginia Association for Trade and Industrial Ed; Virginia Vocational Association; Vocational Industrial Clubs of America

This document provides organizational material collected for the purposes of aiding trade and industrial (T&I) education personnel in understanding the policies, organization, and relationships of vocational associations at various participant levels. It is intended to make T&I personnel more knowledgeable about procedures required for professional advancement to leadership positions in vocational and technical education. Information provided for each organization includes officers and their responsibilities, committees, and ways by which members are chosen for leadership roles. The importance of activities that gain visability and ties to or connections with other organizations are highlighted. Three organizations are described: Virginia Association for Trade and Industrial Education, Virginia Vocational Industrial Clubs of America, and Virginia Vocational Association. In addition, the organization and policy of Region Two of the American Vocational Association (AVA) is reported in detail. An outline of its governance is divided into the following sections: general purposes, memberships, organizational structure, process of nomination, reporting regional activities, committees, meetings, budgets, amendments, and policy declaration. The document concludes with information on the Policy and Planning Committee of AVA's T&I Division and the AVA Board of Directors. (YLB)

ED 340 934 CE 060 184

Auto Body and Collision Damage Repairer (Branch 1). Apprenticeship Training Standards = Reparateur de carrossiers et de dommages resultant d'une collision (categorie 1). Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 84p.; For a related document, see CE 060 185.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; *Auto Body Repairers; Behavioral Objectives; Competence; Competency Based Education; Foreign Countries; Job Performance; *Job Skills; Job Training; Motor Vehicles; Painting (Industrial Arts); Postsecondary Education; Repair; Skilled Occupations; *Standards; Trade and Industrial Education
IDENTIFIERS- Ontario

This manual presents training standards for auto body and collision damage repairers (branch 1) and is intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining and if children from divorced parents evaluate marriage, divorce, and stepfamilies differently than do children of nondivorced parents. Subjects (N=119) were in kindergarten, second, and fourth grades who lived with nondivorced parents or divorced mothers. In reference to a story illustrated with paper dolls, children were asked questions concerning marriage, divorce, and stepfamilies as social institutions and as possibilities for themselves. Chi-square analyses indicated that older children's perceptions of marriage, divorce, and stepfamilies were more likely to be abstract and psychological than those of younger children. Children with divorced parents were somewhat more likely than children with nondivorced parents to be cognizant of certain salient divorce-related issues and to express the belief that people have the right to be happy. (Author/ABL)

ED 340 953   CG 023 908

Tosti-Vasey, Joanne L.; Barton, Francine
GAIN and School Behaviors: A Family-Focused Drug-Education Program.
PUB DATE- 16 Aug 91
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Behavior Change; *Behavior Problems; *Drug Abuse; Intervention; *Program Effectiveness; School Policy; Secondary Education; Secondary School Students; Student Problems; Substance Abuse

Getting Alternative Information Now (GAIN) is a family-based program designed to prevent/reduce drug and alcohol use/abuse among teenagers and families. The program includes: (1) referrals by school systems to the Family Services Agency of Central Arkansas; (2) clinical needs assessments to determine which program (Early Intervention Program, Intermediate Intervention Program, or referral to another program) is most appropriate; and (3) a series of five to six 2-hour classes focusing on drug and alcohol use, refusal efficacy skills, family communications and rules, high risk behaviors, and positive, alternative activities. There were a total of 168 urban families with children in grades 6 through 12. This evaluation compared the two program groups with equivalent control groups. Three different types of school suspension policies (strict, moderate, lenient) were compared to determine if they had an effect on drug and alcohol related behavior by school policy. The GAIN program was most effective in reducing school-reported disciplinary problems. Areas in which there was no program-related change included non-drug related school problems and grade point averages. The program was equally effective in producing positive change regardless of school policy. Schools might consider implementing a drug-related policy associated with a drug-education program if they do not already have one. No recommendation advocating one school policy over another can be made. (ABL)

ED 340 954   CG 023 909

Schools and the Community: A Necessary Partnership: A Guide to Interagency Collaboration.
PUB DATE- 91

(69.6%) and 31 males (30.4%) with a mean age of 20.8, primarily white (93.1%) and primarily sophomores (41.2%) and junior (21.6%). A variety of client characteristics were used to examine client reactions to using SIGI PLUS, a computer-assisted career guidance system. Regression analysis revealed that persons with higher Social and Enterprising scores on the Vocational Preference Inventory rated the system lower on its ability to help them acquire self- and occupational knowledge. Characteristics such as gender, differentiation, vocational identity, and career decidedness were not shown to have a significant effect with respect to the use of a computer-based career guidance intervention. The results support consideration of the unique personality characteristics of clients when prescribing computer-based interventions. (LLL)

ED 340 972 CG 023 927

Ullman, Douglas G.; And Others
Child Sexual Abuse Prevention Programs: Effects on Early Identification.
PUB DATE- Aug 91
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Children; *Elementary School Students; Grade 3; Identification; Prevention; Primary Education; *Program Effectiveness; *Sexual Abuse
IDENTIFIERS- *Child Abuse and Neglect Reporting

The number of child sexual abuse prevention programs incorporated into school curricula has increased steadily in the past decade. This longitudinal study evaluated the effects of a school-based, child sexual abuse prevention program on child abuse reports in nine school districts over a five-year period. Districts had been randomly assigned to present their third grade sexual abuse prevention curriculum annually in either fall or spring. More specifically, child sexual abuse report rates from schools in the period corresponding to their program were compared to those from comparable schools without the program in that period, as well as to report rates for other types of problems and to report rates from other sources. The results provided empirical evidence that the school-based child sexual abuse prevention program increased relevant reporting behavior. These child abuse reports appeared to be as, or even more, likely to be substantiated than reports from other sources. Although there are a number of cautions to be considered, the results would appear to have implications for abuse prevention planning and implementation. For early identification to lead to early intervention, the child service agencies need to be able to respond to these rapid increases in reporting. If children and those in their support system are going to be taught to report abuse if it is suspected, then the system needs to be able to respond to those reports. (LLL)

ED 340 973 CG 023 928

Levis, Donald J.
Behaviorism and Cognitivism in Behavior Therapy.
PUB DATE- 4 Nov 90
NOTE- 14p.; Paper presented at the Annual Convention of the Association for the Advancement of Behavior Therapy (24th, San

senior high school students. The research is from an ongoing project: the Nebraska Adolescent Drug Use survey, which was initiated in 1982. The stated purpose of the project is to provide baseline and updated survey estimates of adolescent drug use in Nebraska to the Nebraska public, to educators charged with the responsibility of providing health education and intervention programs to the youth of the state, and to policymakers. The data upon which the report is based were collected during the spring of 1988. The report includes information on the self-reported use of alcohol, tobacco, marijuana, lysergic acid diethylamide, cocaine, heroin, barbiturates, amphetamines, tranquilizers, stimulants, other narcotics, and glue/inhalants. The report has three sections. The first describes current drug use among adolescents in Nebraska. The second compares current use among Nebraska high school seniors with current use among high school seniors in the United States as a whole. The third compares 1988 use in Nebraska with use as measured by the Nebraska Adolescent Drug Use Survey in 1982. Descriptions of the sample, the questionnaire, and methods used in the survey are provided at the end of this report. (ABL)

ED 340 992 CG 023 949

Newman, Ian M.
Adolescent Tobacco Use in Nebraska. Technical Report 20.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- May 90
NOTE- 22p.; For other reports in this series, see CG 023 950-954.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior Patterns; Grade 8; Grade 10; Incidence; Secondary Education; Secondary School Students; *Sex Differences; *Smoking; *Tobacco; Trend Analysis
IDENTIFIERS- *Chewing Tobacco; *Nebraska

This report on adolescent tobacco use in Nebraska focuses on grades 8 and 10. The results presented are based on over time; (2) the changing nature of tobacco use from smoking to use as a chew or snuff; (3) the viewing of smoking and chewing as one health issue of tobacco exposure; (4) definition of a smoker for purposes of this study; (5) data from studies of smoking rates in Nebraska adolescents in 1980 and 1988 which indicate that although the rate of smoking had not changed, females were smoking at a younger age; (6) a comparison of the incidence of smoking in Nebraska students in 8th and 10th grades to that of students nationwide which indicated that in general the rates were no higher for Nebraska students, except for 8th grade females whose rates were higher than the rates nationwide; (7) the proportion of Nebraska 8th- and 10th-grade males who smoked and chewed (this was found to be significantly higher than in the nation as a whole); (8) the proportion of the Nebraska 8th- and 10th-grade males who were tobacco exposed (this was found to be significantly higher than across the nation as a whole); (9) rates of tobacco exposure for Nebraska females (these were higher than for the nation also); (10) the history of adolescent tobacco use; (11) the nature of adolescent tobacco use; and (12) explanations for the lack of decline in adolescent tobacco use. (ABL)

ED 340 993 CG 023 950

Perry-Hunnicutt, Christina; Newman, Ian M.

counseling sessions. Within the context of counseling as a helping profession, it remains the counselor's responsibility to influence the persuasion process in such a way that the client achieves desired change in attitude, behavior, or skill level. To be persuasive, the counselor first interacts openly as a human being while keeping the client's welfare as the priority. Finally, the counselor relies upon his or her own ability to persuade through knowledge, understanding, and insight. One of the consequences of human communication in this context is that when the counselor accepts persuasion as a legitimate method of helping, he or she can evaluate interaction from the perspective of communication strategy and from the perspective of therapeutic interventions. (LLL)

ED 341 011 CG 023 968

Bryant, Roger Allen
Nonbehavioral Marital Therapy: A Review of Outcome Research.
PUB DATE- Dec 91
NOTE- 94p.; Psy.D. research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Behaviorism; *Counseling Effectiveness; *Counseling Techniques; *Marriage Counseling; Models; Outcomes of Treatment

Nonbehavioral approaches to marital therapy have only recently become subject to empirical validation in contrast to extensively researched behavioral approaches. Behavioral marital therapy outcome research was examined as a reference point for evaluating the outcome studies of four nonbehavioral marital approaches: insight-oriented, cognitive, systemic, and experiential. For this study 19 nonbehavioral marital therapy outcome studies in addition to several meta-analysis studies relevant to therapy outcome research were reviewed. Insight-oriented marital therapy appears to be at least minimally effective when directive interventions are excluded from the treatment. When included, one insight-oriented approach appears to offer a therapeutic efficacy equal to that of Behavioral Marital Therapy (BMT), and perhaps superior to BMT in respect to long-term gains. Cognitive marital therapy also appears to be relatively ineffective when behavioral interventions are excluded from the treatment. The findings for systemic marital therapy must be viewed as tentative because there were only two direct outcome studies. These treatments were generally as effective as the behavioral components to which they were compared, but they showed a tendency toward greater deterioration of treatment gains. Two models of experiential marital therapy were reviewed, and both evidenced a measure of effectiveness with distressed couples. Nonbehavioral approaches generally appear to be as effective as behavioral approaches, and possibly more effective when intrapersonal elements are emphasized. (LLL)

ED 341 012 CG 023 969

Brookins, Craig C.
A Conceptual Re-Examination of Support and Education Programs.
PUB DATE- Mar 91
NOTE- 17p.; Paper presented at the Annual Conference of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

special admission program for low achieving students) completed an open-ended assignment in which they wrote about their memories of learning to read. A free-form analysis sheet was developed to sort out the information in the reading autobiographies. The main categories of information were: positive and negative models and activities for early literacy; school influences on reading at the elementary, junior high, and high school levels; points at which changes occurred in reading behavior; and current reading attitudes and behavior. A total of 40 reading autobiographies were analyzed. Results indicated that: (1) 22 students made positive comments about early (before school) influences on reading, 7 made negative comments, and 6 expressed ambivalent feelings; (2) 11 students made positive comments, 10 made negative, and 8 made ambivalent comments about elementary school reading experiences; (3) 3 students described positive experiences, 2 made negative, and 3 made ambivalent comments concerning junior high school reading experiences; (4) 12 students described negative experiences related to high school reading, 9 made positive comments, and 7 had ambivalent feelings; (5) 14 of 16 students mentioned reading aloud as a negative experience; and (6) current reading was described in almost all cases as done only when assigned. By listening to students through their reading autobiographies, educators can become more sensitive and responsive to students' needs. (RS)

ED 341 030 CS 010 805

Tucker, Al
Essay on Reading-Based Study Skills.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiotape Recordings; Elementary Secondary Education; *Knowledge Level; *Reading Materials; *Reading Skills; Student Characteristics; *Study Skills; Videotape Cassettes
IDENTIFIERS- Reading Uses

The proliferation of non-reading materials (such as video and audiotapes) for obtaining information has lead to dependent students who cannot discover information on their own. The danger of such a condition is the gradual shrinking of collective knowledge from generation to generation. Only through the skilled use of reading-based study can knowledge be expanded beyond mediocrity. (Author)

ED 341 031 CS 010 806

Bruckerhoff, Charles E.
Literacy in Contexts: Perspectives from Society. Critique of "The New Literacy."
PUB DATE- 2 Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Book Reviews; *Educational Change; Elementary

characters talking, to see where scenes might go, or write a prose sketch to get started. After a rough draft emerges, students consider some basic principles and elements of dramatic structure. Scenes usually are enhanced by incorporating some or all of the following: (1) emotion; (2) discoveries; (3) decisions; (4) reversals; and (5) angularity. Scripts are completed, and students rehearse them, with playwrights providing direction. Playwrights are present at rehearsals to provide direction to performers. The rehearsals create an impetus to revise. Following revisions, writers prepare finished manuscripts in drama format. Other students' reactions and playwright self-evaluations enter into final grades. The value of the assignment lies in what students learn about the nature and craft of representing ideas and experience in writing. (SG)

ED 341 051   CS 213 104

Ediger, Marlow
The Writing Curriculum and the Student.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; *Individual Differences; *Poetry; *Tales; *Writing Assignments; Writing Instruction

Writing must receive major emphasis in teaching-learning situations. There are important differences between creative endeavors and those that involve role learning and exact answers. Creativity emphasizes the novel, the unique, the original, and the open-ended. Creativity should stress writing across the curriculum, and should involve reading and writing both prose and poetry. Writing tall tales is an example of prose composition that stimulates creativity. Ample opportunities should also be provided within the school day for students to write poetry, a highly creative endeavor. A variety of kinds of poems may be written, and poetry read and written by learners should be enjoyed. Students also need to have meaningful reasons for writing. Learning opportunities must stimulate creative writing, and individual differences must be given adequate provision so that each student may develop feelings of creativity and creative endeavor. (SR)

ED 341 052   CS 213 109

Beach, Richard; And Others
Using Guided Assignments To Teach Literature.
PUB DATE- 86
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Intermediate Grades; *Literature Appreciation; Secondary Education; *Teacher Developed Materials; Theory Practice Relationship; *Writing Assignments
IDENTIFIERS- *Guided Assignments; Literary Response

This document provides a rationale (theory) and some models (application) to help secondary teachers develop their own "guided assignments"--road maps which offer young readers structured assistance in reading literature. The guide's first moral decisions, understand what plagiarism is, and become familiar with research methods by which to avoid it. The solution created was a 12-week teaching unit for the writer's English classes. The unit consisted of three branches: branch 1 involved the reading of literature with related work; branch 2 dealt with the study and application of moral issues and strategies; and branch 3 covered research work and the comprehension of plagiarism. Literacy selections were used to introduce the subjects of honesty and dishonesty and their results; discussion groups dealt with what was happening and what should be happening. Results indicated that, while the practicum's major goals were only partially achieved, the practicum was a start toward seeing what can be accomplished in the field of moral studies through the English curriculum. Results showed that the three branches offer sensible methodology for dealing with the issues of right and wrong and are worthwhile as part of an English curriculum. (Three appendixes--questionnaires, the attitude toward cheating scale, and the pre/posttest--and 45 references are attached.) (PRA)

ED 341 071   CS 213 155

Terlicki, Joanne
A Learning Activity for Preliterate Ninth Graders in the Use of the S Inflection for Plural Nouns and Singular Verbs.
PUB DATE- 1 Aug 91
NOTE- 101p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; Dialects; *English Instruction; Grade 9; Grammar; *High Risk Students; High Schools; Interference (Language); *Learning Activities; *Remedial Instruction; *Standard Spoken Usage; Student Attitudes; *Writing Instruction

The purpose of the project described in this thesis was to provide high school students suffering from severe dialect interference problems with the skills to proofread their writing for S inflection errors, and to improve their grasp of the spoken idiom so that they could develop an ear for correct form. Subjects were two ninth-grade sections of LEX (Language EXperience) English (a literacy program for students reading five or more years below grade level). An instructional design system consisting of five stages (analysis, design, development, implementation, and evaluation) was used. The project was implemented in 5 sequenced lessons, each lasting 42 minutes, which combined class activity and individual work. Instructional material was designed to progress through visual discrimination and aural discrimination to proofreading in order to correct/supply inflections for nouns and verbs. Results showed that students scored an average of 18.26 (out of 20 points) on the posttest, for a gain score of 80%. Results indicated that students enjoyed participating and expressed a desire to continue. Results further showed that students who were originally passive became more approachable and more outspoken, and that students who were never competitive about school work discovered that success was real and attainable. (Twelve tables of data are included; 14 appendixes of tests, lessons, and surveys, and a list of 16 references are attached.) (PRA)

ED 341 072   CS 213 157

Forensics programs can be laboratories for small group processes, whether or not they are explicitly recognized by either the participants or their teachers. Small group dynamics, as identified by M. Shaw (1981), are present and clearly define the forensic activity as a small group experience. The combination of being a small group, spending extended amounts of time together, longitudinal requirements, the presence of a teacher probably trained in small group communication, and the focus of the activity on communication create a unique experience and setting for the forensics laboratory not found elsewhere. The six models offered by T. Mills in 1967 (the quasi-mechnical, organismic, conflict, equilibrium, structural-functional, and cybernetic growth models) provide ample illustrations of how common forensic team practices can be easily incorporated into any of a number of small group perspectives. The cybernetic growth model--which looks at the primary role of feedback to the system and sees the group as the agent for developing and responding to feedback--would seem because of its sophistication and completeness to be the best model for teachers who wish to make a conscientious decision to make their program a laboratory for small group communication. (PRA)

ED 341 091 CS 507 695

Seamster, Thomas L.; And Others
Analysis of Controller Communication in En Route Air Traffic Control.
PUB DATE- Jan 92
NOTE- 361p.; Issued in two (combined) volumes. The basic report is volume 1 (115 pages); appendixes consisting of detailed analyses of live and simulated traffic communications are in volume 2 (246 pages).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Air Traffic Control; Communication Research; Discourse Analysis; Models; *Organizational Communication; *Professional Training; Radar; Simulation; Skill Development; Teamwork
IDENTIFIERS- *Communication Behavior; *Communication Strategies

To contribute to an understanding of the elements of good air traffic controller communication with the objective of providing recommendations to improve controller communication training, two studies analyzed team communication, ground-air communication, and ground-line communication. The simulated and live traffic analyses examined established and new controller teams drawn from three different experience levels. The design included team types made up of expert and intermediate controllers who had worked together at their control centers; and team types made up of experts, intermediates, and novices who had not worked together previously. A total of 24 participants in the Simulated Traffic Communication Analyses comprised of experts, intermediates and novices worked in teams of two controllers each on a total of six simulator problems over a period of 2 days. A total of 14 participants worked in 2-person teams of radar controller and radar associate controller in the live traffic analyses. Results of the two studies suggested that: (1) advanced communication training for en route traffic controllers should be embedded in the relevant training on those tasks that are primarily cognitive and operational; (2) a new emphasis should be placed on the functions of different types of communication within controller teams and between controller teams and other sectors and

*Rock Music
IDENTIFIERS- End of Innocence (Music Video); Henley (Don); *Music Videos

This paper presents an elaboration of the relationship between politics and music video, to discern if the political climate impacts upon the cultural landscape. The paper analyzes in detail Don Henley's "The End of Innocence" because Henley is a prominent political activist and views music as a vehicle for change. The paper also makes use of Henley's own comments about his personal philosophy in the analysis. The paper concludes that the video relies on a strategy of ambiguity, which blurs the political content of the video. The paper maintains that music videos are exemplary texts for critical instruction, since their brevity and richness of detail provide students with the opportunity to experience popular culture, while simultaneously reifying critical categories of analysis. The paper includes 55 endnotes and one appendix containing song lyrics. (Author/SG)

ED 341 110   CS 507 718

Tuttle, George E.
Listening Strategies and Behavior for Participants in Small Group Processes: A Need Based Prescription.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 5-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Group Discussion; Higher Education; *Listening; *Listening Skills; Needs Assessment; Organizational Communication
IDENTIFIERS- Communication Behavior; Listening Research; *Small Group Communication

A study examined the listening needs experienced by people who engage regularly in small group communication situations. Subjects were 137 students, including graduate communication students, senior level students in organizational communication classes, undergraduate communication students in an adult re-entry program, and undergraduate students in an honors introductory communication class. Subjects completed a two-item questionnaire concerning the difficulties they encountered in listening to someone and the most frequently occurring reasons why it seemed difficult to listen in the small group environment. Responses were analyzed using the content analysis method. Results indicated that three problem categories reflected a high level of need for effective listening as viewed or perceived by subjects. The categories were: (1) "message," specifically "rambling"; (2) delivery of the message (overall delivery and monotone speaking); and (3) the speaker's negative attitude. Suggestions (drawn from the body of listening research and practical experience) for ways to improve listening in the organizational environment specifically address the three problem categories. Findings suggest that the nature of listening problems in the small group situation are only somewhat different and unique from listening problems generally, and that there is a fundamental responsibility of all members of a small group to listen attentively and to explain their positions. (RS)

ED 341 111   CS 507 721

The purpose of this study was to examine the perceptions of administrators of small rural districts hold about school-based management (SBM) and to compare them with the perceptions of administrators in larger, nonrural districts. Administrators' perceptions of what should occur in SBM were compared with what they perceived does occur. Responses originally collected for the 1988 Executive Educator Survey (Heller and others, 1989) were reanalyzed for this study (N=619). Comparisons were made using the chi-square test for differences in probabilities. The McNemar test for significance of changes was used to examine within-group differences. The findings suggest that the organizational complexity and hierarchical structure of larger districts foster more marked discrepancies between the vision and reality of SBM than in small rural districts. Quantitative data are given for SBM participants, decision-making participants, the areas a school should have authority over, and the most serious obstacles to SBM. The findings suggest that: (1) the reality of SBM is more consistent than expectations of what it should be; and (2) on the distinction between what SBM should be and what SBM is, there is greater compatibility among the perceptions of administrators from small rural districts than among those of administrators from larger, nonrural districts. (RR)

ED 341 131 EA 023 602

Schmidt, Linda J.; Jacobson, Michael H.
A Competency-Based Program of Development of Community Relations in Educational Administration.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; Administrator Qualifications; *Community Relations; *Educational Administration; Elementary Secondary Education; Intergroup Relations; Public Relations; *School Community Relationship

A competency-based educational administration program that focuses on the development of administrator/community relations is described in this paper, which is based on the premise that a cooperative relationship is necessary for effective school administration. The course is described in terms of objectives, competencies, methodology, structure, and evaluation. The success of public school administrators is affected by the following factors: administrator personality and management skills; role perceptions and motivations of different constituents; and administrator perceptions of district needs. (LMI)

ED 341 132 EA 023 603

Deblois, C.; And Others
Job Satisfaction and Career Projects of the Quebec School Principals; A Longitudinal Study, 1982-1990.
PUB DATE- Jun 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Kingston, Ontario, Canada, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

is an improvement in the teachers' working conditions but no corresponding increase in student achievement. South Carolina's answer to this and other concerns was the passage of the "Flexibility Through Deregulation Program" where the legislature encourages productive and successful schools to initiate new and innovative ideas and programs to meet student needs. An overview of the goals and key provisions is given, focusing on deregulation and its implications. A discussion on the search for determining the most efficient and effective means to operate public schools raises issues such as administrator accountability in school deregulation, allocation of authority, and educational equity. Detailed is deregulation South Carolina style, citing examples of changes in regulatory practice. A summary of research profiles the changes and effects deregulation has on school programs. Findings include that the most significant factor that motivated schools to become deregulated was the desire to improve student learning. Types of changes are illustrated. (17 references) (RR)

ED 341 152 EA 023 639

Richardson, M. D.; And Others
Synergistic Planning: The Essence of School-Based Management.
PUB DATE- Aug 91
NOTE- 12p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; *Organizational Change; Organizational Development; *School Based Management; *School Organization
IDENTIFIERS- Synergistic Planning

The essence of school-based decision-making is accepting the importance of decentralization and placing emphasis on process in planning efforts. "Synergistic planning" may be a more realistic term, instead of planning, to convey meaning to educators concerning educational organizations. In this model, all people in the organization look at the "situation as a whole" before action is taken on the incremental parts. In a strategic planning process in educational institutions, different people would be looking at different questions and the analysis would proceed at many levels. The objective of synergistic planning is to facilitate the redistribution of resources, recognizing that everyone in the organization is vitally concerned with how resources and relationships could be made more equitable. The background of planning in education is given and leads to the conclusion that through synergistic planning, local schools can negotiate for real changes, not just rhetoric. The issues in synergistic planning include the difficulty of building fragile values into decision-making models, student growth measurement, data collection and interpretation, and the loss of public confidence and integrity in educational matters. The purposes of synergistic planning, personnel issues, and collegiality are addressed. (RR)

ED 341 153 EA 023 641

Hicks, Graham M.
Section 504 and the Legal Rights of Drug and Alcohol Affected Students.
PUB DATE- 12 Dec 91

utilized a nominal group process to identify major life stressors for parents of children with traumatic brain injuries (TBI). It focuses first on effects of TBI on siblings and then on effective interventions. The first section uses quotes from participating parents to identify their personal needs, their need to understand their other children's pain, their desire for specific help, their concerns about explaining brain injury to brothers and sisters, questions about direct involvement by the siblings with the TBI child, and the need to balance their lives. The second section provides specific recommendations based on the research with parents and a literature review. These include the following: (1) give honest, simple, and concrete explanations and model involvement; (2) actively create opportunities for sisters and brothers to express themselves; (3) find informal (friends, neighbors and relatives) and formal (counselors) sources of support; (4) consider a sibling support group; and (5) work on balancing needs, interests, and time. The third section lists resources including two associations, three books, and two videotapes. (DB)

ED 341 174 EC 300 847

Pieper, Betty
In Home Family Supports: What Families of Youngsters with Traumatic Brain Injury Really Need.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 25p.; For related documents, see EC 300 845-849.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Attendants; Emotional Adjustment; *Family Problems; *Head Injuries; Home Health Aides; Needs Assessment; *Neurological Impairments; *Parent Attitudes; Quality of Life; Respite Care; Social Support Groups; Stress Variables
IDENTIFIERS- Medicaid

This guide, based on a qualitative research study which identified primary stressors in families of children with traumatic brain injury (TBI), presents: (1) a summary of the needs of families affected by TBI; and (2) a proposed theoretical intervention model to meet those needs. The first section attempts to describe the present system of services focusing primarily upon its limitations through a personal account of the frustrations one family experienced in trying to get temporary care for a TBI son as well as through selected quotes from parents who attended a disabilities research conference in October 1989. Annotations to the parental comments are provided for clarification and a section labelled "Interpretation" follow each group of parental commentary. Interpretations of parent needs underline their concern for their other children, their desire to experience as normal a life as possible, their desire to be integrated into community life, and their need for competent and respectful help. Section II presents possible new directions for people needing help in the areas of expanding supports (to include cognitive and behavioral therapies and such stress reducers as arranging transportation). New directions discussed include Medicaid reforms to support parents trying to care for their children at project goals and activities. The project descriptions are organized into the following sections: infants; children; early childhood intervention; adolescents and young adults; transition and independence; social competence; family; parent focus; family centered, community based comprehensive services; cultural and geographical focus; respite care; behavioral focus; training and education; measurements, inventories and assessments; policy; health care expenses; chronic illness and disabilities, injury and trauma and rehabilitation; screening projects; Cooley's anemia, thalassemia; hemophilia and acquired immune deficiency syndrome; and home care, alternative care and technology dependence. (JDD)

ED 341 194 EC 300 867

Ortiz, Alba A.; And Others
AIM for the BESt: Assessment and Intervention Model for the Bilingual Exceptional Student. A Technical Report form the Innovative Approaches Research Project.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 112p.; for the accompanying "Handbook for Teachers and Planners", see EC 300 868.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Students; Consultation Programs; Delivery Systems; *Disabilities; Elementary Secondary Education; Hispanic Americans; Instructional Effectiveness; *Intervention; *Limited English Speaking; *Models; Program Evaluation; *Program Implementation; Referral; *Student Evaluation; Teaching Methods; Teamwork; Test Bias
IDENTIFIERS- Curriculum Based Assessment; *Prereferral Intervention; Texas

The Assessment and Intervention Model for the Bilingual Exceptional Student (AIM for the BESt) was designed as a comprehensive service delivery system to help school districts address the educational needs of language minority students. The model incorporates prereferral intervention, assessment, and intervention strategies. Implementation of the model aims to improve the academic performance of limited English proficient (LEP) students in regular and special education programs, reduce inappropriate referrals of LEP students to special education, ensure that assessment procedures are non-biased, and ensure that special education instruction is appropriate for language minority students with disabilities. The model was implemented in a central Texas school district serving approximately 6,000 students in grades K-12. Results of implementation of the model are evaluated in terms of effective instructional practices (as indicated through use of Shared Literature and the Graves Writing Workshop), campus-based problem-solving student and teacher assistance teams, and curriculum-based informal assessment. Results suggest that the model holds promise for improving educational services provided to limited English-proficient students. (33 tables, 4 figures, 30 references) (JDD)

ED 341 195 EC 300 868

Ortiz, Alba A.; And Others

deaf employee support group, and a deaf employment specialist. The task force established the following projects during its first year: a research program on vocational testing for assembly positions; hiring of a full time certified interpreter for the deaf; presentation of deaf awareness workshops; establishment of a monthly deaf support group; and provision of an American Sign Language Course. Additional projects were proposed or began development. Communication with management was found most effective when concern for the corporation (such as concern for litigation and adverse publicity) was the main emphasis. Also effective was gradual involvement of deaf individuals on the Task Force to minimize resistance of hearing members. The proposed model presents 18 recommended components such as sanctioning of the Task Force by upper management, addressing legal requirements, inviting deaf employee participation, leadership of the Task Force by an individual knowledgeable about the deaf culture, and avoidance by deaf Task Force members of controversial activities. Includes 7 references. (DB)

ED 341 212 EC 300 886

Thayer, Ted M.; Rice, B. Douglas
Vocational Rehabilitation Services in Independent Living Centers. Report from the Study Group. Annual Institute on Rehabilitation Issues (17th, Las Vegas, Nevada, October, 1990).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 90
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Civil Liberties; Definitions; Delivery Systems; *Disabilities; Employment Patterns; *Independent Living; Legislation; Program Development; Social History; *Vocational Rehabilitation

This report explores ramifications of vocational rehabilitation services being provided in independent living programs through tracing the development of disability rights and independent living movements from their inception to the present. Comparisons are drawn between the programmatic approaches of state rehabilitation agencies and independent living programs. A national study of the prevalence of vocational services in independent living programs was conducted. Model programs representing a variety of approaches are described. Specific chapters address the following topics: definitions; historical and legislative perspectives of the disability rights movement; implications of vocational rehabilitation for independent living; implications of independent living for vocational rehabilitation; current employment practices in independent living centers and independent living programs; model employment programs in independent living centers; and future directions and recommendations. Appendices include membership of the study group, the highlights of a report on Centers for Independent Living Programs, the Disabled People's Bill of Rights and Declaration of Independence, a list of interview participants, and the survey instrument used. (DB)

ED 341 213 EC 300 887

Cohen, Libby G., Ed.
Children with Exceptional Needs in Regular Classrooms.

most chapters. (DB)

ED 341 229 FL 018 762

Johnson, Patricia
Cohesion and Coherence in Compositions in Malay and in English.
PUB DATE- 87
NOTE- 28p.; Paper presented at the Meeting of the World Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia 16-21, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Coherence; *Cohesion (Written Composition); Comparative Analysis; *English (Second Language); *Expository Writing; *Malay; Native Speakers; Uncommonly Taught Languages; Writing (Composition); *Writing Evaluation

An examination was made into cohesion in expository essays written in Malay and in English as a Second Language (ESL) by Malaysian writers. T-tests performed on the data obtained from a cohesion analysis of text indicated no differences in the amount of cohesion between good and weak compositions written in Malay by native speakers (n=20), or in English by native speakers (n=20) and Malay speakers. Good compositions written in Malay were found to have more intersentence semantic ties (e.g., reiteration and collection) than weak compositions. However, good compositions written in English by native speakers have more intersentence syntactic ties (e.g., reference and conjunction) than weak compositions. The development of content in the compositions written in Malay, in comparison to those written in English by native speakers, indicates a cross cultural variance in conditions for quality. Appended materials include questions asked of all three groups of teachers, topics for conversation written in Malay and English, and abstracts of example compositions. (Author/GLR)

ED 341 230 FL 019 495

Stringer, Mary D.; Faraclas, Nicholas G.
Working Together for Literacy. A Guidebook for Local Language Literacy Programs.
PUB DATE- 87
NOTE- 211p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Cooperation; Developing Nations; Foreign Countries; Guidelines; Illiteracy; *Literacy Education; *Program Development; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Preliterate Societies

Designed to help communities in preliterate societies break the barrier of illiteracy, this book presents a simple basic foundation for literacy instruction that can be handled by local people with little experience. The book explains each step with great detail. The four chapters are as follows: (1) "Local Language Literacy and Developing Countries," with sections on how local programs, a multi-strategy method, and the community framework can help solve literacy problems; (2) "The Multi-Strategy Method and How to Use It," with sections on consultant used questions to focus the student's attention on problems with the student's agenda. (LB)

ED 341 251 FL 020 007

Geach, June, Comp.
Community Languages. Sources and Resources.
PUB DATE- 88
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Cross Cultural Training; Cultural Pluralism; *English (Second Language); Foreign Countries; Language Planning; Language Tests; Minority Groups; Resource Materials; *Second Language Instruction; *Second Language Learning; Teaching Methods
IDENTIFIERS- *European Community

This European-focused guide covers basic sources of English language information for teachers of community languages, other language teachers, and language teaching support personnel regarding the background and teaching of European Community languages in Great Britain. The guide complements Centre for Information on Language Teaching Information Guide 1: "English as a Second Language: Sources and Resources." It includes items on the psychology and sociology of maintaining mother tongues outside of their natural context. Contents provide information on the following: organizations and associations, periodicals, teachers' centers and their services, specialist publishers, and a bibliography. An introduction reviews the current issues against which the contents were selected, including the training of ethnic minority teachers to teach community languages, and developments in GCSE for community languages. The bibliography is categorized as follows: educational issues; administration and policy; interculturalism and language diversity; teaching problems and methodology; testing, examining, assessment; materials, bibliographies and surveys; films; suppliers; teachers' centers and their services; and specialist publishers with multilingual books. (LB)

ED 341 252 FL 020 008

Crookes, Graham; And Others
Towards a Generic Curriculum Guide for the Less Commonly Taught Languages. NFLRC Research Notes.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Guides; Higher Education; Language Proficiency; *Second Language Instruction; *Uncommonly Taught Languages

The possibility is discussed of using a generic guide for syllabus construction across the less commonly taught languages (LCTLs) to facilitate the development of proficiency/communicatively-oriented syllabuses and materials in the LCTLs. Issues addressed include the degree of overlap among LCTLS and the most desirable unit for constructing such a curriculum

Service Encounters Cross-Culturally"; "The Problem of Norm in the Study of Cross-Cultural Discourse"; "Running against Time and Technology: Problems in Empirical Research into Written Business Communication"; "Innocents Abroad: The Politics of Cross-Cultural Communication"; "Linguistics and the Transnationalisation of Literature"; "Pitfalls of Cross-Cultural Communication Training: The Art of the Appropriate"; "Spoken Discourse of Finnish Speakers of English"; "Teaching Cultural Competence in the English Language Classroom in Finnish Schools"; "A Contrastive Analysis of the Spoken Discourse of Bilingual Swedish Finnish and Native Swedish School Children"; "Comprehension in NS-NNS Conversation"; "The Handling of Impositions of Native-Non-native Conversation"; "L2 Learner Repairs in Cross-Cultural Communication"; "Seeking Clarification in Oral Tests"; "Relevance of Repair for Self Explicating Artifacts"; "Special Features in Children's Conversations"; "Some Thoughts on the Study of Sign Language Talk"; "Information Structure in Finnish Live Ice Hockey Reporting"; "Relational Propositions in Text Comprehension Processes"; "Pragmalinguistic Features of Academic-Scientific Discourse"; and "Transaction and Interaction in Writing: The Case of Electronic Mail." (LB)

ED 341 272 FL 020 042

Haarmann, Harald
Symbolic Internationalization: Beyond the Practical Use of Foreign Languages in Intercultural Communication.
PUB DATE- 91
NOTE- 17p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; Foreign Countries; *Global Approach; *Intercultural Communication; *International Communication; Multilingualism; Nationalism; *Second Languages

Symbolic internationalization is an elementary feature of industrialized society. The phenomena accompanying foreign language use will affect daily habits of communication as long as commercial advertising, mass media entertainment, and cosmopolitan approaches remain part of modern life styles. A national language no longer suffices to satisfy all communication needs. Speech and language professionals must accept the presence of symbolic functions of foreign languages and linguistic influences. The most flexible attitude towards symbolic internationalization involves an acknowledgement of the human need for emotion and even irrationalism in an otherwise technocratic world. Contains 22 references. (LB)

ED 341 273 FL 020 043

Schroder, Hartmut
How To Avoid Ethnocentricity and Stereotypes in Analysing Another Culture.
PUB DATE- 91
NOTE- 21p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Business Communication; Cross

Farm Equipment Mechanic. Apprenticeship Training Standards = Mecanicien de machines agricoles. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 92p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Engineering; *Agricultural Machinery Occupations; *Apprenticeships; Behavioral Objectives; Competence; Competency Based Education; Foreign Countries; Job Performance; *Job Skills; Job Training; *Mechanics (Process); Motor Vehicles; Postsecondary Education; Skilled Occupations; *Standards; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- Ontario

These training standards for farm equipment mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Thirteen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: demonstrate safe working practice and techniques; apply general work practices and procedures; perform basic operations of farm equipment; diagnose and install seals, gaskets, and bearings; repair and maintain drive system; diagnose and repair steering systems; diagnose and repair hydraulic systems; diagnose and repair electrical systems; diagnose and repair power train system; diagnose and repair engines; diagnose and repair fuel systems; diagnose and repair air conditioning systems; and set up, adjust, and repair farm equipment implements. A competency analysis profile chart is attached. (YLB)

ED 340 826 CE 059 023

Fuel and Electrical Systems Mechanic. Apprenticeship Training Standards = Mecanicien de systemes d'alimentation en carburant et electriques. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 76p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Auto Mechanics; Behavioral

Helton, Betty G.; Griffin, Jennie
Mathematics: Essential to Marketing. Student's Manual and Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 597p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Arithmetic; Assignments; Distributive Education; Facility Inventory; Financial Services; High Schools; Job Training; *Marketing; *Mathematical Applications; Merchandising; *Payroll Records; *Purchasing; Retailing; *Secondary School Mathematics; Teaching Guides
IDENTIFIERS- Cashiers; Financial Reports; Invoices

This document contains both a student's manual and a teacher's guide for high school mathematics essential to marketing. The student's manual contains 34 assignments within the following 11 units: (1) arithmetic fundamentals; (2) application of arithmetic fundamentals; (3) cashiering; (4) inventory procedures; (5) invoices; (6) computing employee earnings; (7) formulating a purchase plan; (8) purchasing merchandise; (9) finding retail price; (10) financial statement; and (11) personal mathematics. Each unit contains assignments that may contain objectives, problems, figures, technical learning concepts, and checking for understanding exercises. The teacher's manual contains the following: foreword and table of contents of student manual; lesson planning sheet; blank assignment forms for copying pretests and posttests, checking for understanding exercises, and guided and independent practices; and assignment answer keys for pretests, posttests, checking for understanding exercises, and guided and independent practices. (NLA)

ED 340 843 CE 059 784

Hechler, Ellen
Simulated Real-Life Experiences Using Classified Ads in the Classroom.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Daily Living Skills; *Employment Interviews; Home Management; Interest Inventories; Intermediate Grades; *Job Application; Junior High Schools; *Learning Activities; *Lesson Plans; Middle Schools; Money Management; *Teaching Methods
IDENTIFIERS- *Classified Advertising; Middle School Students

This guide contains activities to help teachers give middle school students experience in practical life skills. Techniques include role playing and using classified advertisements from newspapers. The five lessons include teacher tips on conducting the activities. Lessons contain objectives, materials needed, discussion, and suggested dialogue. Worksheets are included for interviews, budgets, transportation, apartment hunting, expenses, and groceries. The guide also contains a list of page that provides information under the following headings: performance objectives, enabling objectives, tools and equipment, performance guide, teaching strategies, and instructional materials/resources. (NLA)

ED 340 860 CE 059 944

Report of the Technical Committee for Electronics.
PUB DATE- Sep 86
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Curriculum Development; *Electric Circuits; Electronic Equipment; *Electronics; Electronics Industry; *Electronic Technicians; Entry Workers; Equipment Maintenance; Instructional Materials; Job Skills; Performance Factors; Personnel Management; Postsecondary Education; Safety; Secondary Education; Task Analysis; Teaching Guides
IDENTIFIERS- Oregon

This document is the first step in developing a curriculum program for electronic technicians and mechanics in Oregon; it identifies the skills necessary for employment as identified by industry, but it is not a curriculum guide. A task inventory for specific skills for an electronics technician includes task descriptions for the following duties: adjusting/aligning/calibrating electronic circuitry; designing equipment and circuitry; performing environmental tasks; maintaining electronic devices; replacing components; and administering personnel. Descriptions of duties may include information on the following: tasks, level, performance objectives, tools and equipment, and performance guide. Each skill is ranked as entry level (needed to get the job), retention level (needed to keep the job), or advanced level (needed to advance in the job). Frequency of use for tools/equipment and electronics technical committee membership are listed. (NLA)

ED 340 861 CE 059 946

Selected Technology Lab Activities Implementation Guide.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 89
NOTE- 140p.; Contains uneven density/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Communications; Computer Assisted Manufacturing; Computer Software; *Construction (Process); Electricity; Electronic Publishing; Industrial Arts; Instructional Materials; Intermediate Grades; Job Application; Junior High Schools; Learning Activities; *Manufacturing; Metal Industry; Middle Schools; Oxidation; *Power Technology; Solar Energy; Technological Advancement; *Transportation; Woodworking
IDENTIFIERS- Oregon; *Technology Education

These materials supplement state guides for junior high or middle school technology education programs. The materials show instructors how to implement 81 hours of new technology-related activities into existing programs. Introductory materials include a rationale, philosophy, and goals for technology included: project budget; project staff; participating school districts and administrators; faculty response to Ohio State trip; third-party evaluations; "cooperation is the key"; and news clippings.) (NLA)

ED 340 879 CE 060 023

Talking Heads: Issues & Challenges in Adult Literacy.
PUB DATE- Jan 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Quality; Family Programs; Illiteracy; *Inplant Programs; Job Skills; Program Effectiveness; Program Evaluation; Publicity; *Public Policy; Public Support; Research Needs; *Staff Development; Teacher Education; Technical Assistance
IDENTIFIERS- Family Literacy; *Workplace Literacy

Thirteen national leaders were interviewed about their concerns and hopes for adult literacy. Questions focused on research and public policy, literacy awareness, harmful notions and misconceptions in the field, and the role of the new National Institute for Literacy (NIL). Everyone interviewed stressed the need for research and public policy that would establish adult literacy as a high quality enterprise and full-fledged professional field. Their responses touched on such issues as definitional problems, assessment and evaluation, standards of accountability, staff development and teacher training, and funding. They identified these issues in workplace/work force literacy: the need for more information, incentives to place more responsibility for worker skills upgrading on business and industry, more research on the transfer of cognitive learning to performance-specific contexts, longevity, the extent to which workplace programs should be job related, and the paucity of technical assistance. The interviewees were concerned about misconceptions such as: (1) the literacy problem has been solved by the establishment of the NIL; (2) school reform is the answer to the adult illiteracy problem; and (3) voluntary programs can solve the adult illiteracy problem. Nearly everyone called for continued awareness efforts. All hoped that the NIL would become the major leadership voice. (YLB)

ED 340 880 CE 060 027

Alabama Industrial Technician Education Cooperative Demonstration Program (I-TEC). Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Curriculum Development; Demonstration Programs; Followup Studies; Improvement; Industrial Training; *Instrumentation Technicians; Job Placement; Job Skills; *Mass Production; Postsecondary Education; *Production Technicians; Program Implementation; *School Business Relationship; *Technological Advancement
IDENTIFIERS- Alabama; General Electric Company

duty area of applying fertilizers and chemicals. In these two sections, each task within an occupational duty area contains the following: performance standard, steps, knowledge, attitudes, safety, equipment and materials, source of analysis, and Illinois state goals for learning. The fourth section contains matrices identifying duties and tasks performed in selected occupations in the following clusters: agricultural business and management, horticulture, agricultural power and machinery, and agricultural resources. (NLA)

ED 340 897   CE 060 057

Fonseca, Linda Lafferty
Task Lists for Business, Marketing and Management Occupations, 1988: Cluster Matrices for Business, Marketing and Management Occupations. Education for Employment Task Lists.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 88
NOTE- 385p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Bookkeeping; *Business Administration; Business Education; Clerical Occupations; Employment Potential; Entrepreneurship; High Schools; Job Skills; *Marketing; Merchandising; *Occupational Clusters; *Occupational Information; *Office Occupations; Postsecondary Education; Secretaries; *Small Businesses; State Standards; Task Analysis; Vocational Education; Word Processing
IDENTIFIERS- Illinois

Developed in Illinois, this document contains three components. The first component consists of employability task lists for the business, marketing, and management occupations of first-line supervisors and manager/supervisors; file clerks; traffic, shipping, and receiving clerks; records management analysts; adjustment clerks; and customer representatives. The second component is made up of task analyses for small business owner/operators in the business ownership/management cluster. Duty areas analyzed include establishing a small business, planning and budgeting, managing business operations, managing human resources, extending credit, and performing merchandising duties. Each task analysis consists of the following: a performance standard, steps to be performed, knowledge and attitudes required, safety requirements, equipment and materials needed, source of the analysis, and the related Illinois State Goals for Learning. The third component of this document contains cluster matrices for business, marketing, and management occupations. Occupational clusters covered include accounting-bookkeeping, computer operation and programming, information processing, secretarial, general office clerk, product-oriented marketing, service oriented marketing, and business ownership/management. For each cluster, duties and tasks are listed with an indication of which occupations in the cluster perform them. (KC)

ED 340 898   CE 060 060

Below, Virginia
Task Lists for Home Economics Occupations, 1988: Cluster Matrices for Home Economics Occupations. Education for Employment Task Lists.
SPONS. AGENCY- Illinois State Board of Education, Springfield.

and 4 tables.) (YLB)

ED 340 916 CE 060 119

Goffinet, Sylvie-Anne; Van Damme, Dirk
Functional Illiteracy in Belgium. UIE Studies on Functional Illiteracy in Industrialized Countries 6.
PUB DATE- 90
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cultural Influences; Cultural Pluralism; *Educational History; Educational Philosophy; *Educational Policy; Functional Literacy; Government Role; *Illiteracy; *Literacy Education; Policy Formation; *Program Implementation; Public Policy
IDENTIFIERS- *Belgium

This book provides a historical overview of illiteracy as a social phenomenon in Belgium, examines public policies, and profiles literacy in the French and Flemish communities. It is organized in six chapters. The first chapter presents an overview of literacy in Belgium, with information on the educational system and cultural diversity. Chapter 2 reviews the problem of illiteracy and its elimination in Belgium in the context of general and adult education. Chapter 3 analyzes illiteracy in relation to the problems of failure at school, marginalization, and socio-educational rejection. Chapter 4 examines a number of government measures taken in different areas relating to illiteracy. Finally, chapters 5 and 6 describe the various literacy movements in the French and Flemish communities. (KC)

ED 340 917 CE 060 120

High Skills, Competitive Workforce Act of 1991. Hearing on S. 1790 To Enhance America's Global Competitiveness by Fostering a High Skills, High Quality, High Performance Workforce, and for Other Purposes, before the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 1 Oct 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economic Development; *Educational Improvement; *Educational Needs; Education Work Relationship; *Federal Legislation; *Futures (of Society); Job Training; *Labor Force Development; *On the Job Training; Postsecondary Education; Skill Development; Standards; Technical Education; Unions
IDENTIFIERS- Congress 102nd; Proposed Legislation

The High Skills, Competitive Workforce Act of 1991 is proposed legislation designed to stimulate cooperation by business, labor, schools and colleges, and state and local governments to improve the education and training of the U.S. work force and to develop new systems and strategies for meeting the economic needs of business and workers. The act has the following provisions: (1) the development of voluntary educational and occupational standards to assess student performance and provide meaningful information on worker skills; (2) school-to-work transition programs and second-chance programs for dropouts; (3) encouragement of businesses to improve their productivity and competitiveness; and (4) increase in the pages. Introductory materials include directions to trainers, apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Twelve training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: protect self and others; prepare vehicle for painting; use and maintain hand/power tools and equipment; remove, replace trim, components/hardware, automotive glass; weld, braze, and solder; repair automobile bodies; replace, refit electrical components, heating/cooling systems; straighten and align frames and unibody assemblies; align steering and suspension components; paint automobile bodies; diagnose damage and appraise repair costs; and road test and detail vehicle. A competency analysis profile is attached. (YLB)

ED 340 935 CE 060 185

Auto Body Repairer (Branch 2). Performance Demonstration Guidelines. Apprenticeship Training Program = Carrossiers automobiles (categorie 2). Programme de formation des apprentis.
PUB DATE- Feb 89
NOTE- 58p.; For a related document, see CE 060 184.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; *Auto Body Repairers; Behavioral Objectives; Competence; Competency Based Education; Foreign Countries; Job Performance; *Job Skills; Job Training; Motor Vehicles; Painting (Industrial Arts); Postsecondary Education; Repair; Skilled Occupations; *Standards; Trade and Industrial Education
IDENTIFIERS- Ontario

This manual presents training standards for auto body repairers (branch 2) and is intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers, apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Nine training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: protect self and others; prepare vehicle for painting; use and maintain hand/power tools and equipment; remove, replace trim, components/hardware, and automotive glass; weld, braze, and solder; repair automobile bodies; replace, refit components of heating/cooling systems; paint automobile bodies; and prepare and detail vehicle. A competency analysis profile chart is attached. (YLB)

ED 340 936 CE 060 186

NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Agency Role; Elementary Secondary Education; Family Problems; Foreign Countries; Models; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *School Community Relationship; Student Problems
IDENTIFIERS- Alberta

The problems facing students and families in Alberta, Canada, have been recognized as community problems that require community solutions. Interagency collaboration has become a necessity indicative of the changing times and the global focus on integration rather than isolation. Interagency collaboration is an arrangement in which agencies work together to enhance service delivery to clients. Students face problems which go beyond those traditionally considered to fall within the mandate of schools although these problems effect the performances of students. Consequently it is in the best interests of educators to work cooperatively with other agencies to solve problems. Many types of interagency collaboration can be identified. Often two or more are incorporated in a service delivery model. These types of interagency collaboration include: referral and followup; information sharing and networking; case consultation; client teams; shared location; staff loan; joint training; purchase of service contracts; joint policies and procedures; joint intake and assessment; materials exchange; joint planning; joint program design, operation, and evaluation; and joint funding. The successful development and implementation of a collaborative model depends on a well thought out, systematic strategy. These steps are usually involved: (1) know your organization; (2) identify needs; (3) identify resources; (4) establish/solidify partnerships; (5) formulate goals and objectives; (6) develop an action plan; and (6) evaluate. (Survey forms and a bibliography are included.) (ABL)

ED 340 955   CG 023 910

Dickel, C. Timothy; Boytim, James A.
A Ten-Step Model for Team Planning for Primary Prevention.
PUB DATE- 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; *Counseling Objectives; *Counseling Techniques; Elementary School Students; Elementary Secondary Education; *Intervention; *Prevention; School Counseling; Secondary School Students; Self Esteem; Stress Variables

With greater and greater interest in prevention activities by teachers and counselors, a strategy for systematic development and implementation of preventive intervention was developed based on George Albee's work. It includes these 10 steps: (1) describe in writing the population for whom you wish to plan a prevention intervention; (2) list the organic factors (illnesses, health habits, etc.) that can play a role in causing emotional or behavioral problems in this population; (3) list the social and environmental stress events and

Francisco, CA, November 1-4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behaviorism; *Cognitive Psychology; Counseling Theories; Trend Analysis

The movement within behavior therapy to introduce cognitive terms, constructs, and techniques reflects and involves an extension of the pervasive cognitive movement within the experimental field and the long-standing cognitive approach of many clinicians. Modern day attacks on behaviorism by cognitivists have been almost exclusively geared to the radical behaviorism of J. B. Watson and B. F. Skinner. Rarely are the advances in neobehaviorism addressed. The criticisms may be grouped within the following categories: anti-scientific analysis; anti-radical environmentalism and determinism; the argument that the human is unique and separate; an attack within the laboratory on the role of behavior; and cognitive psychology as a weapon of propaganda. What is at stake is the development of an orderly accumulation of knowledge with theoretical models formulated in a precise and testable manner with the development of operational clinical procedures that can determine the behavioral change-agent. Systematic desensitization and implosive therapy are two approaches that meet this challenge. To achieve the objective of determining the laws associated with psychopathology there must be a return to the foundation built by the founding fathers of behavior therapy. Cognitive therapy and the cognitive movement as they are known today will die as all fads do for lack of substance. So will behavior therapy, as it is known today, unless the revolutionary goals originally outlined are executed. (LLL)

ED 340 974 CG 023 929

Facts for Families from the American Academy of Child and Adolescent Psychiatry 1989 .
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; At Risk Persons; *Children; Chronic Illness; Depression (Psychology); Divorce; *Family (Sociological Unit); Sexual Abuse; Substance Abuse

Six fact sheets on issues relevant to children's emotional well being are presented in this document. The first fact sheet, "Children and Divorce" provides information for parents to consider when getting a divorce. Parents are encouraged to be aware of the stress that the events surrounding a divorce cause for the child. The second fact sheet, "Teens: Alcohol and Other Drugs" looks at trends and warning signs of teenage drug abuse. Other issues discussed include use patterns and teenagers who are "at risk" for substance abuse problems. The third fact sheet, "The Depressed Child" discusses how depression in children and teenagers differs from the behavior of depressed adults. Warning signs for depression are discussed. The fourth fact sheet, "Child Abuse--The Hidden Bruises" reviews the statistics on physical child abuse. Implications for abused children as adults and parents are discussed. Warning signs for abused children are presented, and counseling issues are discussed. The fifth fact sheet, "Child Sexual Abuse" first looks at the prevalence of this problem, which is very high but difficult to determine with precision and then goes on to point

Adolescent Dieting and Weight Loss Practices in Nebraska. Technical Report 21.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jul 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Behavior Patterns; *Eating Habits; Grade 8; Grade 10; Incidence; Knowledge Level; *Nutrition; Secondary Education; *Secondary School Students; Sex Differences; Trend Analysis
IDENTIFIERS- Nebraska; *Weight Loss

This report describes the dieting practices of 796 Nebraskans in grades 8 and 10. The results presented in this report are based on questions from the 1989 National Adolescent Health Survey administered to a total of 1,689 adolescents. These topics are covered: (1) incidence of dieting in adolescent males and females; (2) methods used by dieters to control weight which showed that females were more likely than males to use the methods of eating less, avoiding sweets, choosing only low calorie foods, and eating only salads, males were more likely to choose liquid diets and use laxatives; (3) comparison of the usage of little or no salt, avoiding butter, cutting off fat, and removing skin from chicken between dieters and non-dieters; (4) incidence of skipping meals between dieters and non-dieters; (5) snacking practices of dieters and non-dieters; (6) nutrition knowledge of dieters and non-dieters; (7) effects of a health education course for dieters and non-dieters; and (8) relationship of knowledge scores and snacking practices. The implications of the findings for the levels of school environment, personality, and behavior are discussed. It is noted that the promotion of health-enhancing behavior change through nutrition and/or health education can be developed at each of these levels. (ABL)

ED 340 994 CG 023 951

Newman, Ian M.; And Others
Nebraska Adolescents' HIV/AIDS Attitudes, Knowledge and Related Practices: 1989. Technical Report 22.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jul 90
NOTE- 31p.; For other reports in this series, see CG 023 949-954.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Behavior Patterns; Incidence; Knowledge Level; Secondary Education; Secondary School Students; Sex Differences; *Sexuality; Student Attitudes; Trend Analysis
IDENTIFIERS- *Nebraska

This report presents information from a survey of the knowledge, attitudes, and practices of Nebraska adolescents (N=1,240) in grades 9-12 related to the Human-Immunodeficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS). Schools were selected at random from each of the six classifications of Nebraska schools, and two or three classrooms for each grade were then randomly selected within each sampled school. The report is divided into four parts. Part 1 deals with students' acceptance of HIV/AIDS instruction and of people with HIV/AIDS.

(150)
DESCRIPTORS- *Child Abuse; *Child Neglect; Community Programs; *Parenting Skills; *Prevention; Program Design; Program Evaluation; Program Implementation

Inadequate preparation for parenting during the prenatal period, and the inability to provide adequate parenting have been cited as major reasons for a myriad of problems experienced by parents. This study examined support and education programs based on the aggregate 7-year experience of over 75 support and education programs funded by the Michigan Children's Trust Fund. This agency provided funding for a variety of local and statewide child abuse and neglect prevention efforts. The programs fell into the following three categories: neighborhood-based family resource centers; pregnancy/newborn programs; and parenting skills training and support groups. The focus of this investigation was on a number of the conceptual issues relating to the design, implementation, and evaluation of support and education programs. The following guidelines have been suggested for effective support and education programs which extend from a prevention framework. Programs should: (1) utilize an ecological approach to promoting human development; (2) be community-based and sensitive to local needs and resources; (3) provide social support services in three domains: information, emotional and appraisal support, and instrumental assistance; (4) emphasize primary and secondary prevention of various child and family dysfunctions; (5) develop innovative and multilateral approaches to service delivery; (6) underscore the interdependent relationship between family and community while reinforcing and respecting the family's role and prerogatives; and (7) emphasize the promotion of competence or "person-environment fit." (LLL)

ED 341 013 CG 023 970

Elementary Youth: Prevention Resource Guide.
PUB DATE- Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; Elementary Education; Elementary School Students; *Prevention; *Substance Abuse

This prevention resource guide (compiled from a variety of publications and data bases and representing the most currently available information) focuses on elementary youth, and is divided into four sections. The first section contains facts and figures from current research about substance abuse prevention for elementary youth. For example, one out of every three 6th-graders say they feel pressured by their peers to use marijuana, and over half of 6th-graders report peer pressure to drink beer, wine or liquor. The second section contains materials that have been reviewed for scientific accuracy based on the latest available scientific findings, appropriateness for the target audience as described by the developers of the materials, and conformance to public health principles and related policies. The underlying guidelines used for the review of materials are based on the principle of "do no harm." All materials contain a clear non-use message for youth. The third section contains abstracts of government publications journal articles, and other publications dealing with substance abuse prevention for this age group. The fourth section lists names, addresses, and phone numbers for pertinent resources such as the American Council for Drug Education, Hazelden Foundation,

Secondary Education; Higher Education; *Literacy; *Politics of Education; Reading Instruction; Social Change; Social Influences; Writing Instruction
IDENTIFIERS- *New Literacy (Willinsky); Willinsky (John)

John Willinsky's two concerns in his book "The New Literacy: Redefining Reading and Writing in the Schools" are: (1) to make school children's reading and writing into a process-oriented and productive enterprise; and (2) to change the teacher's practice from passive/autocratic to active/democratic. However, the book: (1) expects teachers and other educators to uncritically abandon past beliefs and practices in favor of the new classroom discourse; (2) harbors some faulty ideas, such as its dualistic, either/or philosophy; (3) is tied to determinism, certainty, and millenialism; (4) does not deal with the ways in which reading and writing are instruments of misinformation and propaganda; (5) gives too little attention to the question of how to teach a child to read; (6) portrays the New Literacy is in opposition to one dominant force, namely conservatism; and (7) has problems with mechanics and style. Willinsky's populist definition of literacy is "vulgar pragmatism." The index is a catalogue of names with only six topical entries, and Willinsky uses a mixture of literacy metaphors, producing ambiguity and confusion. Willinsky's New Literacy may be the New Creed, but it is not education. Small as the movement may be, the urge to spread sublime literacy throughout the world imitates past and present crusades for democracy, Christianity, communism, and every other universal, totalizing system. (RS)

ED 341 032 CS 010 808

Roos, Marie C.
Integrated Literacy Development and Computer-Based Instruction.
PUB DATE- 27 Feb 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Desktop Publishing; Educational Technology; Elementary Secondary Education; *Integrated Activities; Learning Activities; Reading Instruction; Thinking Skills; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Writing Development

Noting that recent developments in computer technology facilitate the integration of media in literacy development, this paper reviews 18 items of courseware designed to promote literacy development within a whole language framework. The reviews are divided into four sections dealing with the following topics: (1) idea processors and the contributions of graphic organizers to information processing in the content areas; (2) media integration systems and the capacity to synthesize interdisciplinary content; (3) desktop publishing as a vehicle for producing sophisticated report formats; and (4) courseware in reading and literature designed to promote integrated literacy development. The paper concludes that these programs are useful both across the curriculum to facilitate information processing and in conjunction with thematic, literature-based, or content area units of study to enhance higher-order thinking. (Thirteen references are attached.) (RS) section provides a theoretical framework and blueprint for guided assignments. It begins by explaining the nature of literary response and then goes on to describe how "traditional assignments" fail to elicit or develop adequate responses from student readers. It also explains what guided assignments are, how they work, and how to construct them. The second section consists of a set of four classroom tested models of guided assignments. The first model, a guided assignment for "Romeo and Juliet," provides a bridge to the first section by including an "internal teacher dialogue" which shows how a teacher might use the suggestions provided in the first section to construct an assignment. The final three models include only the final product, represent three different literary genres (poetry, short story, and drama), and (depending on the assignment) could be used with upper elementary through senior high students. (SR)

ED 341 053 CS 213 110

Haber, Marian Wynne
Collaborative Teaching in Journalism.
PUB DATE- 6 Oct 91
NOTE- 11p.; Paper presented at the Southwest Education Council for Journalism and Mass Communications Symposium (Corpus Christi, TX, October 6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Editing; Experiential Learning; Higher Education; Instructional Innovation; *Journalism; *Journalism Education; *Layout (Publications); News Writing; School Business Relationship; Writing for Publication; *Writing Instruction
IDENTIFIERS- *Collaborative Teaching; University of Texas Arlington

Recently, the Communication Department at the University of Texas at Arlington offered an innovative news editing course taught collaboratively by a journalism professor and an editor of the "Fort Worth Star-Telegram," a metropolitan daily newspaper. In 1990 the course was continued on the model describes by R. L. Gates (1989), and in this class students had the opportunity to transfer the theories that they learned in the lecture to the laboratory. The subjects that were covered included: a study of the electronic newsroom, role of the copy editor, duties of the copy editor, leads, headline writing, photographs and cutlines, wire service news, libel, type, layout and supplemental material of broadcast editing, and magazine editing. The students also learned practical applications of copy editing tools, and received newsroom experience as they interacted with an academic journalist, an editor of a metropolitan newspaper, and staff personnel of the student newspaper. Participants' reactions to the lecture and laboratory sections of the course--evaluated by means of an attitude test in the form of a five-point Likert scale--were favorable. In addition, essay evaluations of the course submitted by faculty indicated that all agreed that in future courses, labs should meet every week or every other week with a maximum of four to six students in each 3-hour lab. Using a Macintosh format and adding a workshop were also suggested. The entire experience supported the principle of collaboration between academics and working

Lanchantin, Susan
Systematic Development of an Instructional Module on Writing
Topic Sentences for Fifth Grade Students.
PUB DATE- 1 Aug 91
NOTE- 119p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses
(042),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 5; Instructional Effectiveness; Intermediate
Grades; Teacher Developed Materials; *Units of Study; *Writing
Instruction
IDENTIFIERS- *Topic Sentences

An instructional module was designed to enable learners to use a systematic approach to create a topic sentence. Using the instructional system design model, the designer of the module identified needs, established instructional goals, developed a program of study, applied the instruction, and evaluated the performance. The instructional module was implemented over a 2-week period in a 5th-grade classroom to 14 students during 10 sessions, each lasting approximately 45 minutes. Students received verbal instruction followed by drill and practice. Subjects completed an attitude questionnaire eliciting student opinions concerning all phases of instruction. Results indicated that: (1) reaction to the materials and instruction was generally favorable although some improvement was needed; (2) students made statistically significant improvement on the posttest; (3) subjects included topic sentences in writing tasks assigned after the completion of the instructional module; and (4) each subject began the New York State writing test sample with a topic sentence, thereby earning credits toward a passing grade. (Six tables of data and two figures are included; the student survey, a job task analysis, a PERT chart, Instructional Task Analysis, list of instructional objectives, instructor's guide, materials for evaluation, affective domain materials, and a 19-item bibliography are attached.) (RS)

ED 341 073 CS 213 159

Tolliver, Johnny E.
Identifying the Myths: Lies That Fetter the Human Spirit.
PUB DATE- 22 Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the National
Council of Teachers of English (81st, Seattle, WA, November 22-
27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Black Colleges; *Black Education; *Blacks;
*Cultural Isolation; Mythology; *Racial Discrimination; *Racial
Factors
IDENTIFIERS- *American Dream; American Myths

"Our World," by Virginia prison inmate Marvin Atkinson, is a poem which aptly describes the isolation of Black Americans from the national ideals that America represents. To most Blacks these ideals are myths that continue not only to elude them but enslave them. Four American myths which stand in the way of 30 million Black people who are still struggling for true freedom in this country are: the "American Dream"; Equality; Equal Opportunity; and Blind Justice. The American Dream suggests facilities; (3) the goal of en route controller communication training should be to provide controllers with an extensive repertoire of communication skills and techniques that the controllers can use on a selective basis to accomplish specific tasks; and (4) developmental controllers should be trained in the skills, and choices of communication strategies, that were demonstrated by the controllers in the top rated teams in this study. (Thirty tables of data and 27 figures are included.) (PRA)

ED 341 092 CS 507 697

Reynolds, Christina L.
Formula vs. Fractured Formula in Contest Persuasive Speaking.
PUB DATE- Oct 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Debate; *Debate Format; Higher Education; *Persuasive Discourse; *Public Speaking; *Rhetorical Criticism; Undergraduate Students
IDENTIFIERS- Debate Coaches; *Debate Theory; Debate Tournaments

In the past decade, contest persuasive speaking has become a product that student competitors produce and perform. A perversion of the contest formula has removed the element of persuasion from the formula. Competition rules suggest that a student's purposes in participating in forensics events should include inspiring, reinforcing, or changing the audience's beliefs, attitudes, values, or actions. Similarly, motives of judges/critics should include student effectiveness in such tasks. In recent years, participants have objectified persuasive speaking practices and evaluation to a point that removes audience responsibility for persuasive involvement. Judges deconstruct student messages without asking if those messages are persuasive. A close examination of some competitive speech texts shows that a focus on the message as product emphasizes logical appeals and disregards immediate effects on the audience. The loss of audience orientation limits student learning about persuasion. To restore student awareness of persuasion and audience, judges and coaches must recognize the persuasive transaction as a process. Students should be encouraged to speak about subjects to which they feel connected and to share the connection with the audience. Forensics educators do their students the greatest disservice if they fail to assure that students know how to use the tools of communication responsibly. (SG)

ED 341 093 CS 507 698

Swarts, Valerie R.
Feminism and Learning Theories: A Unique Voice in the Classroom.
PUB DATE- 3 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom

Aiex, Nola Kortner
Communication Strategies for Employment Interviews. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communication Skills; *Employment Interviews; Higher Education; High Schools; Job Applicants; Job Application; Skill Development; Speech Communication
IDENTIFIERS- *Communication Strategies; ERIC Digests

Intended to help prepare individuals for job seeking, this digest suggests some resources to consult to help improve basic communication skills needed for the interview process. The digest reviews research on teaching interview skills in the classroom, discussing role playing, videotapes, and techniques workshops. The digest also lists practical tips for the interviewee. (RS)

ED 341 112 EA 023 385

2001: A Vision for the Future, 1988-89. A Plan for Improving Instruction and Reducing Dropout and Grade Retention in Charleston County School District.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discipline; *Dropout Programs; Elementary Secondary Education; Grade Repetition; *High Risk Students; *Instructional Improvement; *Long Range Planning; Persistence; Prevention; *Reading Instruction; *School Effectiveness; School Holding Power; Staff Development; Technical Assistance
IDENTIFIERS- *Charleston County School District SC; Indicators

"A Vision for the Future" is a comprehensive long-range plan to study, develop, implement, and evaluate an ambitious dropout reduction program in the Charleston (South Carolina) School District. The program entails: (1) improved data reporting on student performance, grade retention, and attrition to identify dropout indicators and risk factors; (2) replications and extensions of effective instructional programs and arrangements in kindergarten through grade 12, concentrating on reading instruction in grades 1-3 in schools with high proportions of at-risk students; (3) focus on technical assistance, staff development, program evaluation, and resources on schools with numerous at-risk students and on students with discipline problems; (4) reorientation of the school system toward programs of proven effectiveness; and (5) program research to enhance district schools' effectiveness in helping higher percentages of at-risk students meet state and district academic standards and persist until graduation. Developed in collaboration with Johns Hopkins University educational researchers, the proposed plan will extend earlier work aimed at diagnosing sources of, and identifying potential remedies for, grade repetition and dropping out. Included are a skeleton implementation plan, lists of committee members, and an outline of plan components. (25 references) (Author/MLH)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Job Satisfaction; *Principals; Private Schools; Public Schools
IDENTIFIERS- *Quebec

This paper presents the preliminary results of a longitudinal study carried out in 1982 and 1990 about the job satisfaction and career plans of Quebec school principals, in the primary and secondary levels, working in the public (francophone and anglophone) schools or in the private school of the Quebec school system. Preluding the theoretical and methodological framework of the study is a description of the social and educational context of the 1980s and 1990s. The data collected in 1990 are based on a stratified sample of 600 principals. Usable responses were received from 342 Quebec principals. In both years of the survey, overall "job satisfaction" is quite high. The "general satisfaction" shows an increase in 1990 in every sector of the educational system. The level of satisfaction on most of the 15 job related factors is above 3 (on a scale of 5). Similarities and differences for the private and public sectors (francophone and anglophone) are described and tabulated. The preliminary data suggest that though "overall satisfaction" has increased, the satisfaction on many facets of principals' work has drastically declined. As for the principals in the private sector, they seem to maintain a higher degree of satisfaction than the principals in the public sector. (RR)

ED 341 133   EA 023 604

Evans, Charles W.; Rogan, Boyd
The Impact of Inadequate Funding on a School-University Collaborative Effort.
PUB DATE- Aug 91
NOTE- 21p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrators; *College School Cooperation; *Cooperative Programs; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Public Schools; Universities

Attempts to establish relationships between the public schools and universities are often beset by difficulties in implementation. These difficulties may occur when interorganizational relationships are burdened by inadequate funding and the lack of formalized structures governing the relationship's operation. Using the Sunbelt State University and Sunbelt Public Schools as an example, the Schools Leadership Association (SLA) was formed in 1982 to combine the personnel and resources of these two organizations. This collaborative venture would provide school administrators with inservice opportunities. It would also provide preservice experience for those who want to gain the necessary skills to become a school administrator. An analysis of the data identified factors that affected the collaborative arrangement, resulting in the diminution of the university's role in the linkage. One such factor was the tenuous funding. There was no joint-powers agreement governing the relationship specifically

NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alcohol Abuse; *Disabilities; Drinking; *Drug Legislation; Elementary Secondary Education; Illegal Drug Use; *Student Rights
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

Enacted as a part of the Rehabilitation Act of 1973, Section 504 states, "No otherwise qualified individual with handicaps...shall, solely by reason of her or his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Prior to 1990, Section 504 contained an amendment that stated drug and alcohol use were physical or mental impairments. Under this amendment, students who were current drug or alcohol users fit the definition of "handicapped." This document describes the history of section 504, discusses problems with the section, and includes recent amendments. The 1990 amendments narrow the definition of "handicapped" to exclude students who are currently engaging in the illegal use of drugs. The amendments also give districts the authority to take the same disciplinary action against any handicapped student (pertaining to the use or possession of illegal drugs) as they would take for a nonhandicapped student. (LAP)

ED 341 154 EA 023 642

District Performance Reports: A Handbook To Assist Utah School Districts in Preparing District Performance Reports As Required by H.B. 170 Passed by the Utah State Legislature.
PUB DATE- Oct 91
NOTE- 79p.; Prepared by the District Performance Report Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Annual Reports; *Educational Assessment; Elementary Secondary Education; *Performance; Public Schools; *School Districts; School Statistics
IDENTIFIERS- *Utah

Since 1990, the Utah State Legislature (in House Bill 170) has required that all Utah School Districts submit an annual performance report to the State Board of Education and the Legislature by January 15th of each year. This document serves as a guide in compiling information, designing, and publishing school district performance reports. Suggestions for the content, information sources, and reporting standards for the data elements are included. An extensive table lists each of the specific data elements recommended for inclusion in district performance reports along with ideas about where such data may be found and standards for reporting each data element. A model for reporting achievement test trend results is also provided. The appendix includes copies of several documents pertinent to the creation of district performance reports: (1) House Bill 170; (2) a list of individuals and organizations that collect district information pertinent to district performance reports; (3) a list of publications that may be useful in preparing district performance reports; (4)

home, expanding the scope of worker expertise and practice, a family centered emphasis in all services, improved teaching/training services, and seeing parents as case managers. Specific suggestions for agencies providing direct services are also offered. An appendix lists the unmet family needs identified by the survey. Includes 6 references. (DB)

ED 341 175 EC 300 848

Pieper, Betty; Singer, George
Model Family Professional Partnerships for Interventions in Children with Traumatic Brain Injury.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 18p.; Summary of a conference on pediatric traumatic brain injury (Albany, NY, November 9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Delivery Systems; Ethnography; *Family Programs; *Head Injuries; Medical Services; Models; *Needs Assessment; *Neurological Impairments; Normalization (Handicapped); Pediatrics; Quality of Life; Rehabilitation; Services
IDENTIFIERS- Case Management; *Individualized Family Service Plans

A meeting of professional experts in pediatric traumatic brain injury (TBI) focused on gathering current expert opinion regarding assistance to families with a child having such an injury. Quantitative data from an ethnographic survey of 214 parents on the effects of TBI on the family is summarized. Then, normalization for families of TBI children is addressed including normalization or social role valorization and provision of services versus supports. A discussion of improving medical services for the family, by James Wasco, is summarized next, followed by an account of a talk on improving rehabilitation services, by Ellen Lehr, who offers recommendations concerning development of educational material for families, training for rehabilitation professionals, and the development of continuity in services. Finally, Janet Williams looks at the family and the community and offers such recommendations as "establish a facilitator of integration" and "create Individualized Family Service Plans for all families of children with TBI." Agreement by participants that case management needs to be expanded to provide more direct help to families is noted. A final section on historical perspectives compares the medical and residualist models of case management and recommends replacement of the "case manager" role with the "resource specialist" role. (DB)

ED 341 176 EC 300 849

Pieper, Betty
Injury and Response: What Parents and Professional Providers Are Telling Us about Treating Children with Traumatic Brain Injury.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 24p.; For related documents, see EC 300 845-848.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

AIM for the BESt: Assessment and Intervention Model for the Bilingual Exceptional Student. A Handbook for Teachers and Planners from the Innovative Approaches Research Project.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 91

NOTE- 73p.; For the accompanying "Technical Report", see EC 300 867.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Bilingual Education; Consultation Programs; Delivery Systems; *Disabilities; Elementary Secondary Education; Hispanic Americans; *Intervention; *Limited English Speaking; *Models; *Program Implementation; Referral; *Student Evaluation; Teaching Methods; Teamwork; Test Bias; Units of Study

IDENTIFIERS- Prereferral Intervention

This handbook describes the Assessment and Intervention Model for the Bilingual Exceptional Student (AIM for the BESt), an instructional/intervention approach to the education of language minority students. The model aims to improve academic performance through use of shared literature and Graves writing workshops, reduce inappropriate referrals to special education, and reduce bias in assessment, through use of effective instructional practices, school-based problem-solving teams, and informal assessment. The model was implemented in a southwestern United States school district. This handbook provides many details about effective strategies and required resources for replicating the model, and offers clear examples of the instructional strategies used on a day-to-day basis to make classroom teaching effective. Appendices list the steps of the model, shared literature purposes and procedures, typical book titles used in shared literature units in grades K-5, guidelines for implementing Graves writing workshops, and procedures for using student/teacher assistance teams for school-based problem solving. An instructional unit titled "On My Own," which involves reading "Julie of the Wolves" and "My Side of the Mountain," is presented with daily learning activities. (66 references) (JDD)

ED 341 196 EC 300 869

Fullagar, Patricia K.; And Others

Provision of Services to Infants and Toddlers with Developmental Delay: The Health Perspective on the Role of Service Coordinators. Carolina Policy Studies Program. Short Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Nov 91

NOTE- 6p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Attitudes; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Family Programs; Federal Legislation; *Health Personnel; *Health Services; Human Services; Infants; Interdisciplinary Approach; Medical Care Evaluation; Medical Services; Nurses; Physicians; Role Perception; *Teamwork; Toddlers

PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Disorders; Classroom Techniques; Compliance (Legal); Computer Uses in Education; *Educational Practices; Elementary Secondary Education; Gifted; Hearing Impairments; *Instructional Effectiveness; *Mainstreaming; *Mild Disabilities; Research and Development; *Research Utilization; Severe Disabilities; Special Needs Students; Student Characteristics; Student Evaluation; Teaching Methods; *Theory Practice Relationship; Visual Impairments

The nine papers in this book attempt to link recent changes in the education of children with exceptional needs with research findings and preferred instructional strategies. Considered are the characteristics of such children, accommodation of these students in regular classrooms, effective instructional strategies, legal requirements, and evaluation methods. Papers have the following titles and authors: "Classroom Management Strategies for Students with Behavior Disorders" (Raymond M. Glass); "Teaching Elementary School Children with Mild Special Needs in the Regular Classroom" (Charles M. Lyons); "Assessing Students with Special Needs: Current and Emerging Perspectives" (Libby G. Cohen); "Students with Mild Handicaps in Secondary Classrooms" (Jo Anna Spruill); "Mainstreaming the Child with a Visual Impairment" (Loraine J. Spenciner); "Students with Hearing Impairments" (Toni Rees); "Teaching Students with Severe Disabilities in the Regular Classroom" (Joanne W. Putnam); "Gifted Students in Regular Classrooms" (Susan B. Tarver and James A. Curry); and "Microcomputer Applications for Teaching Students with Exceptional Needs in the Regular Classroom" (Berttram Chiang). Papers are referenced. (DB)

ED 341 214 EC 300 888

Pires, Sheila A.
State Child Mental Health Planning.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Jul 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Behavior Disorders; Change Strategies; Children; *Community Programs; Compliance (Legal); Definitions; *Emotional Disturbances; Family Programs; Legislation; *Mental Health Programs; Needs Assessment; Organizational Change; Planning; *Program Development; Program Evaluation; Recordkeeping; *State Programs; State Standards
IDENTIFIERS- *Child and Adolescent Service System Program; Mental Health Services Plan Amendments 1990

This monograph is based on experiences of the national Child and Adolescent Service System Program (CASSP) and describes a plan for developing and implementing community based systems of care for children and adolescents with serious emotional disorders and their families. It draws on examples from state mental health plans to illustrate planning approaches to systems change. Stressed is the need for the system of care to be child centered, family focused, and community based. The introduction identifies desirable system components and the requirements of the ideas behind the method and both story and workbook tracks; (3) "The Community Framework and How to Use It," with a guide for local language coordinators (i.e., what to know to begin, organizing communities, training teachers, writing books, beginning classes, checking and testing) and a guide for experienced workers (beginning plan, organizing, and the training course); and (4) "The Local Language Literacy Program in Practice." Ten guides are presented for a story track, workbook track, writing stories, cutting stencils, silkscreen printing, workbook writing, story book writing, survey, silkscreen building, and alphabet. A word list and index are included. Also given are 11 lesson plans, 6 models (beginning plan model, price list model, roll book model, checking visit checklist, literacy certificate, and program teacher certificate), and 21 additional models that comprise nearly 60 pages of the book. (LB)

ED 341 231 FL 019 690

Reed, Porter
Languages of Indochinese Refugees.
PUB DATE- 81
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Austro Asiatic Languages; Comparative Analysis; Demography; Foreign Countries; Hmong; *Indochinese; Lao; *Non Roman Scripts; *Refugees; *Sino Tibetan Languages; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Cambodia; Laos; Vietnam

The native languages of Laos, Vietnam, and Cambodia are reviewed in this brief summary of Indochinese refugee characteristics. General background information on each country is followed by a description of the linguistic diversity of the area and a chart showing the three principal linguistic families: Austroasiatic, Tai, and Sino-Tibetan. A second chart on demography illustrates the influence of both China and India on the area, and the large populations of Hmong and Lao in China and Thailand. Additional information is given on native language scripts, naming systems and forms of address, common names, and some major differences between Indochinese languages and English. (LB)

ED 341 232 FL 019 691

Chiswick, Barry R.
Speaking, Reading and Earnings among Low-Skilled Immigrants.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; Illinois Univ., Urbana. Inst. of Government and Public Affairs.
PUB DATE- Aug 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communicative Competence (Languages); Employment Level; *English (Second Language); Hispanic Americans; *Income; Labor Market; *Language Fluency; Multiple Regression Analysis; Oral Language; Predictor Variables; *Reading Skills; *Undocumented Immigrants; *Written Language
IDENTIFIERS- California (Los Angeles)

The determinants of English language fluency among immigrants and the effects of fluency on earnings are examined, using a unique guide. The absence of needs analysis for LCTLs is seen as a major obstacle, and the possibility that "materials templates" may serve the same purposes as a general curriculum guide is suggested. Contains 35 references. (LB)

ED 341 253 FL 020 009

Goldenberg, Claude
Instructional Conversations and Their Classroom Application. Educational Practice Report: 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 33p.; For a related document, see FL 020 010.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; Class Activities; Comparative Analysis; Elementary Secondary Education; *English (Second Language); *Language Acquisition; Minority Groups; Models; *Oral Language; Second Language Instruction; *Student Centered Curriculum; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Diversity (Student); *Instructional Conversation

"Instructional conversations" (ICs) are presented as one way for language minority students to achieve educational goals related to a depth of student understanding and appreciation of issues. ICs are discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development. They focus on an idea or a concept that has educational value as well as meaning and relevance for students. The teacher encourages expression of students' own ideas, builds upon students' experiences and ideas, and guides them to increasingly sophisticated levels of understanding. In contrast to more directive forms of instruction, which assume that what is to be learned by the students is already in the head of the teachers, ICs assume that students themselves plan an important role in constructing new knowledge and in acquiring a new understanding about the world. IC elements are outlined and illustrated in a transcript of an IC session. The place of the IC model in the school curriculum is also noted. An IC Rating Scale is appended that contains both instructional and conversational elements. Contains 47 references. (LB)

ED 341 254 FL 020 010

Tharp, Roland G.; Gallimore, Ronald
The Instructional Conversation: Teaching and Learning in Social Activity. Research Report: 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 14p.; For a related document, see FL 020 009.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Class Activities; Cognitive Ability; Educational Change; *Educational Environment; Elementary Secondary Education; English (Second Language); *Interpersonal Communication; Language Acquisition; *Learning Processes; Second Language Instruction; Social Cognition; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Diversity (Student); *Instructional Conversation

Cultural Studies; *Cultural Awareness; *Ethnocentrism; Finnish; Foreign Countries; *Intercultural Communication; Mass Media; *Stereotypes; Uncommonly Taught Languages
IDENTIFIERS- Finland; Germany

Methodological problems caused by an ethnocentric view in analyzing another culture are discussed along with some aspects of culture analysis in general and stereotypes about other cultures and their functions in cross-cultural communication. It is suggested that miscommunication is subject to various norms and value systems that are not made explicit in communication, but which underlie linguistic behavior. Contextualization cues are found to play an important role, but their presence cannot be assumed in intercultural communication. Examples of the use of stereotypes in written business communication are shown from an advertisement campaign of the German Mercedes-Benz, which contains stereotypes about Finland. Contains 21 references. (LB)

ED 341 274 FL 020 044

Kalaja, Paula
Analyzing Service Encounters Cross-Culturally: Methodological Considerations.
PUB DATE- 91
NOTE- 9p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; *Business Communication; Communication Skills; Discourse Analysis; Foreign Countries; *Intercultural Communication; Interpersonal Communication

Two approaches to analyzing service encounters (instances of face-to-face interaction between a server designated in a particular area and a customer receiving service from the server) are examined. Some linguists view service encounters as business transaction texts. The two approaches are the "top-down" approach, in which linguists make direct observations of service encounters in various stores and focus on transactional speech, and the "bottom-up" approach, in which the focus is on both transactional and interactional speech. Developments in methodologies for each are described. It is concluded that the notions of service encounters have changed, and that having both direct and indirect observations from the same service setting would be helpful. An analysis of letters of complaint could be complemented with an analysis of thank-you notes to the same service company to see what it was that made negotiations in service encounters so successful. Contains 10 references. (LB)

ED 341 275 FL 020 045

Karkkainen, Elise
The Problem of Norm in the Study of Cross-Cultural Discourse.
PUB DATE- 91
NOTE- 15p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Contrastive Linguistics; Conversational Language Courses; *Discourse Analysis; English

Objectives; Climate Control; Competence; Competency Based Education; *Electrical Systems; Foreign Countries; Job Performance; *Job Skills; Job Training; Motor Vehicles; Postsecondary Education; Skilled Occupations; *Standards; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- *Fuel Systems; Ontario

These training standards for fuel and electrical systems mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Eight training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: demonstrate safe working practices and techniques; apply general work practices and procedures; service vehicle (mechanical); diagnose and repair fuel systems; diagnose, remove, and repair engine management and emission control systems; diagnose and repair electrical systems; diagnose and repair electrical/electronic safety, convenience, and comfort systems; and diagnose, service, and repair heating, ventilation, and air conditioning systems. A competency analysis profile chart is attached. (YLB)

ED 340 827 CE 059 024

Heavy Duty Equipment Mechanic. Apprenticeship Training Standards = Mecanicien d'equipement lourd. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 108p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Auto Mechanics; Behavioral Objectives; Competence; Competency Based Education; *Electrical Systems; Engines; Foreign Countries; Hydraulics; Job Performance; *Job Skills; Job Training; Motor Vehicles; Postsecondary Education; Repair; Skilled Occupations; *Standards; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- *Heavy Equipment Mechanics; Ontario

These training standards for heavy duty equipment mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers overall objectives grouped under the headings of: Basic Skills; Self-Conceptualization; Understanding Others; Using Accumulated Knowledge To Interpret the World; and Continuous Learning. Eleven evaluation questions and six general questions on the course as a whole are provided for students as well as a six-item outline for a "summary" of the course experience to be written by students. Finally, three interest surveys, and two sample job applications, conclude the document. (KC)

ED 340 844 CE 059 886

Stromquist, Nelly P.
Challenges to the Attainment of Women's Literacy.
PUB DATE- Jan 90
NOTE- 24p.; Revised version of a paper presented at the symposium "Women and Literacy: Yesterday, Today, and Tomorrow," sponsored by the Nordic Association for the Study of Education in Developing Countries (Hasselby, Sweden, June 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Change Strategies; *Feminism; Foreign Countries; *Illiteracy; *Literacy Education; Policy Formation; Public Policy; *Research Needs; Sex Discrimination; Teaching Methods; *Womens Education

Literacy for women is a frequently voiced need that most governments recognize officially as a high priority. Despite the expansion of public education, women (particularly poor and rural women) continue to show adult literacy rates lower than those of men. Five key challenges to the attainment of literacy emerge for women. The first challenge is to engage in action while considering simultaneously the powerful contributions made by feminist theory and analysis. Theory is important because it identifies the main factors sustaining gender inequalities and clarifies the historical pattern of subordination; analysis forecasts that the problem of illiteracy of poor women will not be solved through ingenious program design because the problem exceeds technical boundaries. The second challenge is that of strategy. Four strategic challenges are as follows: to combine women's practical and strategic needs effectively; to combine political/psychological knowledge with skills that enable women to generate income; to combat false dichotomies permeating much discourse on social and gender transformation; and to pay attention to the process by which literacy is attained. The third challenge is to select implementing agencies. The fourth challenge is research concerning the literacy of women in four major categories: pedagogical, family/household-related, societal, and state-related considerations. The fifth challenge is policy implementation. (14 references) (YLB)

ED 340 845 CE 059 888

Jurmo, Paul
Good News and Bad News about Workplace Literacy Efforts in the United States.
PUB DATE- 3 May 91
NOTE- 11p.; Keynote address presented at the Job Training Partnership Act Workplace Literacy Forum (San Antonio, TX, May 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

education. Areas of instruction are as follows: (1) transportation; (2) communication; (3) manufacturing; (4) power and energy; (5) construction; and (6) miscellaneous. Each activity may contain the following: a description of the activity; a list of equipment and supplies needed; instructor information; construction procedures; testing and evaluation sections; follow-up activities; goals and objectives; diagrams; and resource information. The transportation unit contains instructions concerning the following activities: carbon dioxide powered race cars; rubber band vehicle; balloon powered vehicle; marshmallow thrower; and boat hull design and testing. Communication activities deal with the following CADDRAW software: operation board; evolution board; safety news article; electronic publishing; and product advertising. Section 3 describes the following manufacturing activities: workhardening; computer-aided manufacturing; corrosion and oxidation of steel; and The Bookmark Factory. Power and energy activities focus on the following: solar collector; electrical conductivity of wood; soft soldering; heat conductivity of steel; and dielectric testing. Section 5 explores load-bearing structures and wood strength. Section 6 contains a job application activity. An annotated bibliography lists 22 technology education curriculum materials and 25 activities. (NLA)

ED 340 862 CE 059 949

Report of the Technical Committee for Hospitality, Tourism, Recreation.
PUB DATE- Dec 87
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Cooking Instruction; Dining Facilities; Employment Potential; *Food Service; Foods Instruction; *Hospitality Occupations; Hotels; Job Performance; *Job Skills; Occupational Home Economics; Postsecondary Education; *Recreation; Recreational Facilities; Secondary Education; Service Occupations; Task Analysis; *Tourism; Vocational Education

This color-coded committee report identifies the skills and knowledge required by employees in the hospitality/tourism/recreation occupational area. The reports of four subcommittees focused on food/beverage, hotel/motel, recreation/leisure, and travel/tourism skills are also included. Introductory materials include a general statement of the technical committee, list of committee members, occupational title matrix, statewide occupational projections, and summary of committee meetings. The skills and performance objectives are divided into four major sections outlining a total of 438 tasks. The first section contains employability skills; these are categorized into 12 duties. Each skill is ranked for each subcategory. The second section on skills common to two or more areas of the four subcategories ranks each task (from 1 through 210) in the nine duty areas for each subcategory. A performance objective and tools and equipment list are listed for each task. The third section contains the task inventories for specific skills; these tasks are numbered 211-358 and are specific to food/beverage occupations. Finally, the performance objectives of the fourth section are specific to hotel/motel occupations and the tasks are numbered 359-438. A performance objective and tools and equipment list are listed

A cooperative demonstration program between industry (General Electric) and education (John Patterson State Technical College, Alabama) designed and conducted a training program and competency assessment for individuals entering high technology positions related to industrial production in Alabama. The program was designed to develop employees as production maintenance technicians. Students entered two associate degree programs--industrial maintenance technology and instrumentation technology. A dissemination workshop was conducted to share the results of the project. Ten program objectives were met: (1) a model curriculum was developed; (2) instruments and procedures for assessing trainees' competencies were devised; (3) the program recruited and assessed the competency of 120 potential trainees; (4) 50 employees completed upgrading training for production maintenance and 30 more were enrolled; (5) 27 maintenance technicians received upgrading training; (6) entry-level training was provided to 51 trainees; (7) student profiles were prepared and annual completer and employer follow-ups were planned to evaluate the program; (8) 71 percent of program completers were placed in positions and follow-up was planned for 3 years; (9) program materials were disseminated; and (10) the model was demonstrated to 54 workshop participants. (The following eight appendices are included: a list of Alabama Industrial Technician Education Cooperative Demonstration Program steering committee members; final external evaluation report; curricula course listings; performance checklist for production maintenance technician; interim third-party evaluation report; industrial technician curriculum workshop outline; schematic mock-up; and project timeline.) (NLA)

ED 340 881 CE 060 028

Bown, Lalage
Preparing the Future--Women, Literacy and Development. The Impact of Female Literacy on Human Development and the Participation of Literate Women in Change. ActionAid Development Report No. 4.
PUB DATE- Oct 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Organizations; Developing Nations; *Economic Change; Economic Development; Foreign Countries; Illiteracy; Individual Development; *Literacy Education; National Organizations; Public Policy; *Self Actualization; *Social Change; Social Development; *Womens Education

The outcomes of 43 project case studies and a country case study (Nepal) were examined to identify the impact of adult women's literacy. A look at women's situation in developing countries showed that women had multifarious roles, long working hours, and less access to education than males. The case studies revealed the following social effects of women's literacy: (1) a greater likelihood of using child health-care techniques; (2) enhanced readiness to send children to school; (3) cleaner homes and better child nutrition; and (4) greater disposition to space families. Among the economic effects of literacy were greater capacity to mobilize credit, greater willingness to use banks, and readiness to participate in and establish economic organizations. Personal effects included release from fears of humiliation and powerlessness, readiness to influence family decisions, increased cooperation in socioeconomic organization, and new capacity for leadership. A strong case was made for

Dept. of Adult, Vocational and Technical Education.
PUB DATE- 88
NOTE- 296p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; Cosmetology; Day Care; Dietetics; *Employment Potential; Facilities; Fashion Industry; Food Service; High Schools; *Home Economics; Home Economics Education; *Home Economics Skills; Homemaking Skills; Home Management; Housekeepers; Interior Design; *Job Skills; *Occupational Clusters; Parenting Skills; Postsecondary Education; Service Occupations; *Task Analysis; Vocational Education

This document contains information for home economics occupations in Illinois in seven sections. The first part provides lists of employability skills for the following: food preparation and service worker, fashion designer, dietetic technician, and service coordinator/consumer assistant/concierge. The second section contains task analyses for the occupation of homemaking. The third section, on child and day care services, deals with occupation of childcare worker/instructor. The fourth section, on food services, has task analyses for the following occupations: dining room attendant, counter attendant, institutional cook, and food service manager. The fifth section, clothing and apparel services, deals with fashion sales clerk and fashion sales manager occupations. The sixth section, on institutional and home management services, deals with the occupation of cleaner/domestic housekeeper. The seventh section includes matrices identifying duties and tasks performed in selected occupations in the following service clusters: homemaking, child and day care, clothing and apparel, food, interior furnishings, institutional and home management, and consumer and personal services. (NLA)

ED 340 899 CE 060 062

Dimmlich, Dave
Task Analysis for Industrial Occupations, 1988: Education for Employment Task Lists.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 88
NOTE- 458p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computers; Desktop Publishing; High Schools; *Machinists; Numerical Control; Occupational Information; *Photocomposition; Postsecondary Education; *Repair; State Standards; *Task Analysis; *Technical Occupations; Vocational Education
IDENTIFIERS- *Computer Technicians; Illinois

Developed in Illinois, this document contains task lists for three occupations: (1) machinist in the manufacturing cluster; (2) compositor and/or typesetter in the graphic communications cluster; and (3) computer repair technician in the electronic occupations cluster. For machinists, the guide analyzes 46 tasks in the duty area of operating numerical control/computer numerical control machines. For compositors/typesetters, 43 tasks are analyzed related to programming and setting up phototypesetting, digital, and desktop publishing equipment.

training and education of the U.S. work force, requiring employers to provide training or pay 1 percent of payroll into a state-administered training fund. This document reports the oral and written testimony of witnesses who testified in favor of the bill at a Senate committee hearing. Those providing testimony included Senators Kennedy, Hatfield, and Hatch; Representatives Regula and Gephardt; and spokespersons from the Commission on Skills of the American Workforce and the National Alliance of Business. A summary of the act's provisions is included in the report. (KC)

ED 340 918 CE 060 121

Lifelong Learning for an Aging Society. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 102d Congress, 1st Session. Committee Print.
PUB DATE- Dec 91
NOTE- 158p.; Serial No. 102-J.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Programs; Adult Students; Aging (Individuals); Educational Innovation; *Educational Needs; Educational Opportunities; Educational Resources; Futures (of Society); Gerontology; Higher Education; Industrial Education; *Lifelong Learning; *Nontraditional Education; Nontraditional Students; *Older Adults; *Program Descriptions; *Program Implementation; Reentry Students; Retraining
IDENTIFIERS- Congress 102nd

This report is an introduction to the concept of lifelong learning as a key to unlocking resources for an aging society. It describes a myriad of learning programs for older adults, from those provided by giant companies, to those conducted by small community centers, to those developed and run by elderly persons themselves. Programs are described for the healthiest adult learners and for those with Alzheimer's disease. The report covers formal education, informal education, education in the workplace, and intergenerational programs. Laws that affect education for older adults and agencies that can be of help to those interested in lifelong learning are described. Four appendixes address education as a lifelong process, include two quizzes prepared by the National Institute on Aging, summarize major federal statutes providing assistance for continuing education, and summarize state statutes or policy concerning tuition fees in higher education institutions. Twenty-nine references are cited in a bibliography and 31 addresses for programs and resources are provided. (KC)

ED 340 919 CE 060 122

Ouane, Adama; And Others
Handbook on Training for Post-Literacy and Basic Education. UIE Handbooks and Reference Books 2 = Manuel sur la formation pour la postalphabetisation et l'education fondamentale. Manuels et Guides de l'IUE 2.
PUB DATE- 90
NOTE- 476p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-

Truck and Coach Mechanic. Apprenticeship Training Standards = Mecanicien de camions et d'autobus. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 118p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; Auto Body Repairers; *Auto Mechanics; Behavioral Objectives; Certification; Competency Based Education; *Diesel Engines; Electrical Systems; Equipment Maintenance; Foreign Countries; Hydraulics; Job Performance; Job Skills; Job Training; *Motor Vehicles; Occupational Safety and Health; Postsecondary Education; Power Technology; Skilled Occupations; *Standards
IDENTIFIERS- Ontario; *Trucks

This manual presents training standards for truck and coach mechanics and is intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers, and to the apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Fifteen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) demonstrate safe working practices and techniques; (2) apply general work practices and procedures; (3) air systems; (4) electrical systems; (5) frame and body; (6) braking systems; (7) steering systems; (8) fuel systems; (9) heating, cooling, and air conditioning systems; (10) hitching systems; (11) suspension systems; (12) engine components and emission systems; (13) hydraulic systems; (14) exhaust and air intake systems; and (15) power train. A competency analysis profile chart is attached. (NLA)

ED 340 937 CE 060 188

Step Forward. Single Parent/Homemaker Annual Report for the Fiscal Year 1989-1990.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Counseling; Career Education; Career Exploration; *Career Guidance; *Career Planning; *Displaced Homemakers; Employment Opportunities; *Job Search Methods; *One Parent Family; Reentry Workers; Resumes (Personal); Self Esteem; Womens Education; Workshops

During fiscal year 1989-90, Project Step Forward provided single circumstances that are likely to impinge on the lives of people in this population; (4) list sources and kinds of exploitation that may occur in the lives of people in this population; (5) list the skills/attitudes that will help this population cope with, and grow in, their particular life situation; (6) list the actions that will help build the self-esteem of each person; (7) list the types of support systems and specify the role of each in promoting the coping, growth, and self-esteem of members of this population; (8) specify two goals and accompanying objectives for decreasing the organic factors, reducing the stress factors, and eliminating the exploitation in this population; (9) specify objectives and goals for increasing the coping skills, building self-esteem, and developing appropriate support groups for this population; and (10) explicate a strategy for the evaluation of this primary prevention plan and for follow-up with members of this population. A 28-item bibliography, a supplemental bibliography for each step, and worksheets are attached. (ABL)

ED 340 956 CG 023 911

Somberg, Daniel R.
Informed Consent: Therapists' Beliefs and Practices.
PUB DATE- Aug 91
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; Counselor Performance; *Ethics; *Psychologists
IDENTIFIERS- *Informed Consent

Although informed consent has been incorporated into psychologists' ethical standards, it has been suggested that significant variation exists among therapists' practices and beliefs. To assess the current state of informed consent among therapists, American Psychological Association members (N=189) were surveyed. Counselors indicated their primary therapeutic orientation: eclectic, psychodynamic, cognitive-behavioral, systems, behavioral, existential, or humanistic. The survey limited the scope of informed consent to five specific issues: limits of confidentiality; potential risks of therapy; possible procedures to be used in therapy; and alternatives to therapy. Survey responses provided information on the percentage of clients informed of each issue, method of communication used, timing of presenting issues, extent of the issue's importance, and the reasons for not informing clients. The results indicated that when clients are typically informed of the consent issue therapists typically inform them during the initial session. Results suggest considerable variability in therapists' practices and beliefs. Therapists of a behavioral orientation were found to inform clients more often and consider the issues more important than other orientations. Since the majority of therapists reported informing at least some of their clients, awareness of the issues does not appear to be a major factor in whether one obtains informed consent. These findings, along with reasons given for not informing clients, highlight the complexity of applying ethical standards to a therapist's unique context. (ABL)

ED 340 957 CG 023 912

out the number of unreported instances, behavioral signs, and steps for prevention. The sixth fact sheet, "The Child With a Long-Term Illness" discusses the psychological problems associated with chronic illness. Suggestions are included for parents to help their child develop psychologically healthy ways of living with the disease and its effects. (LLL)

ED 340 975   CG 023 930

Facts for Families from the American Academy of Child and Adolescent Psychiatry 1990 .
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; Behavior Disorders; Behavior Problems; *Children; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Sexual Abuse

Four fact sheets relevant to children's emotional well being are presented in this document. The first fact sheet, "Responding to Child Sexual Abuse" presents guidelines for responding to children who have been sexually abused. Information is given for reporting abuse to the local Child Protection Agency. Also discussed are issues regarding evaluation by the family physician and a psychiatrist, and testimony in court. The second fact sheet, "Children and AIDS" first presents general information about Acquired Immune Deficiency Syndrome (AIDS), and then discusses transmission of AIDS, and the parent role in education about AIDS. The third fact sheet, "When Children Have Children" discusses the long-term problems associated with babies born to teenage mothers. Consequences are also discussed for the teenage mothers in terms of physical and emotional health. Issues of abuse, neglect, and poverty are addressed, and prevention activities by the parents, school, and family planning clinics are identified. Counseling services for when pregnancy occurs are also addressed. The fourth fact sheet, "Conduct Disorders" examines a complicated group of behavioral and emotional problems in youngsters. Children and adolescents with these disorders are described as having great difficulty following rules and behaving in a socially acceptable way. Expression of anger is described as the major problem. The need for early, ongoing, comprehensive treatment is emphasized. (LLL)

ED 340 976   CG 023 931

Facts for Families from the American Academy of Child and Adolescent Psychiatry 1991 .
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Alcoholism; Anorexia Nervosa; At Risk Persons; Bulimia; *Children; Eating Habits; Elementary Secondary Education; *Family (Sociological Unit); Grief; Mental Disorders; Stepfamily; Suicide
IDENTIFIERS- Children of Alcoholics; Manic Depression; Posttraumatic Stress Disorder

Nine fact sheets relevant to children's emotional well-being are presented in this document. The first fact sheet, "Teenagers with Eating Disorders" focuses on anorexia nervosa and bulimia. The second fact sheet, "Children and Grief" describes age-

Part 2 describes students' access to HIV/AIDS information. Part 3 is about students' knowledge of HIV/AIDS. Part 4 discusses Nebraska adolescents' practices that increase the risk of HIV/AIDS. Among results of the survey are the following: (1) a majority of students indicated that they would be willing to be in a classroom with someone with HIV/AIDS; (2) less than half of the students had spoken with their parents about HIV/AIDS; (3) more than half reported that they had had sexual intercourse at least once; (4) 25.3% of those who were sexually active reported having more than one partner; and (5) 35.9% reported using condoms regularly. Results from this study were comparable to a previous one conducted in 1988. (ABL)

ED 340 995 CG 023 952

Newman, Ian M.; And Others
Violence, Victims and Suicide: Nebraska Adolescents' Attitudes and Behaviors. Technical Report 23.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jun 91
NOTE- 39p.; For other reports in this series, see CG 023 949-954.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Behavior Patterns; Depression (Psychology); Grade 8; Grade 10; Incidence; Secondary Education; *Secondary School Students; *Student Attitudes; *Suicide; Trend Analysis; *Victims of Crime; *Violence
IDENTIFIERS- *Nebraska

This report presents the results of a survey of over 1,500 Nebraska students in grades 8 and 10 in 1988. Students in 37 schools were asked about their involvement in physical fights; about their access to weapons; about being victims of robbery, physical assault, threats and attempts at forced sex; about their attitudes toward violence and coercion; and about attitudes toward and attempts at suicide. Some of the results reported in this document include: (1) over half of 8th-grade and 10th-grade males reported having been in a physical fight at least once during the past year; (2) a substantial majority of the 10th-grade males reported that they could get a gun if they wanted to; (3) 8th-grade males, followed by 8th-grade females were most likely to have been robbery victims; (4) almost half of the students reported having been threatened with physical assault; (5) almost 20% of students were actually attacked either at school or outside of school; (6) a substantial proportion of both males and females reported that attempts were made to force them to have sex; (7) 35% of the females and 18% of the males indicated that they had often felt sad or hopeless in the past 30 days; and (8) a considerable proportion had known someone who had attempted suicide. The report concludes that even though violence is a multifaceted problem, enough is known to develop potentially effective prevention programs. (ABL)

ED 340 996 CG 023 953

Newman, Ian M.; Perry-Hunnicutt, Christina
Safety and Sex Practices among Nebraska Adolescents. Technical Report 24.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Sep 91
NOTE- 35p.; For other reports in this series, see CG 023 949-954.

National Clearinghouse for Alcohol and Drug Information, and the U.S. Department of Education Alcohol and Drug Abuse Education Program. (LLL)

ED 341 014 CG 023 971

Secondary School Students: Prevention Resource Guide.
PUB DATE- Jun 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; *Prevention; Resource Materials; Secondary Education; Secondary School Students; *Substance Abuse

This prevention resource guide (compiled from a variety of publications and data bases and representing the most currently available information) focuses on secondary school students, and is divided into four sections. The first section contains facts from current research about substance abuse prevention for secondary school students. For example, if a teenager's friends are using alcohol or other drugs, the possibility of use increases substantially. Peers are known to have a powerful effect on an individual's use of alcohol or other drugs. The second section contains materials that have been reviewed for scientific accuracy based on the latest available scientific findings, appropriateness for the target audience as described by the developers of the materials, and conformance to public health principles and related policies. The underlying guidelines used for the review of materials are based on the principle of "do no harm." All materials contain a clear non-use message for youth. The third section contains abstracts of government publications journal articles, and other publications dealing with substance abuse prevention for this age group. The fourth section lists names, addresses, and phone numbers for pertinent resources such as the American Council for Drug Education, National Association of Teen Institutes, National Clearinghouse for Alcohol and Drug Information, and the Parents' Resource Institute for Drug Education, Incorporated. (LLL)

ED 341 015 CG 023 972

Wolfle, Jane A.; Siehl, Peterann M.
The Role of School and Family in the Prevention of Adolescent Suicide. Presentation Draft.
PUB DATE- Feb 92
NOTE- 24p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Coping; Elementary School Students; Elementary Secondary Education; *Family Role; Parents; *Prevention; *School Role; Secondary School Students; Stress Management; *Suicide; Young Adults
IDENTIFIERS- *Adolescent Suicide

How adolescents deal with the difficulties and disappointments in their lives determines whether or not they will be able to successfully adapt to life stress. As the stresses of living become greater in our society, the number of adolescents who kill themselves also continues to increase. This study

ED 341 033 CS 010 809

Jeremiah, Milford A.
Extending the Boundaries of College Reading Programs.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Course Content; Higher Education; *Memory; *Neuropsychology; *Perception; *Remedial Reading; *Vision

The current uniform content of college reading programs can be expanded to include insights from other disciplines, specifically those areas of instruction which pertain to the neuropsychological mechanisms governing behavior, especially language behavior. There are several reasons for expanding the boundaries of college reading programs to include a neuropsychological perspective: (1) a reading program incorporating this added dimension provides students with a view of reading instruction different from what they perceive it to be; (2) students are able to bring prior experiences to substantiate classroom instruction; (3) teachers can point out the interconnections among disciplines; and (4) students engage in discussion beyond the allotted time for classroom instruction on issues raised. Memory, sensation/perception, and vision are three areas of instruction that could be added to existing college reading programs. A series of simple classroom activities involving memory, sensation/perception, and vision can add dimension to college reading programs and provide insights into reading instruction and into activities of students' daily lives. Ninety students enrolled in three sections of a college reading course incorporating neuropsychology left the course with the impression that reading was more than mastery of new or unfamiliar words or the ability to recast an author's message. Instead, the students saw reading as a combination of theoretical issues and their application to everyday academic and personal experiences. (Twenty-seven references are attached.) (RS)

ED 341 034 CS 010 810

Constantino, Caroline
A Learning Activity for At-Risk First Grade Students in the Decoding of the Consonants B, D, T, and S.
PUB DATE- 2 Jun 91
NOTE- 156p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Activities; *Decoding (Reading); Grade 1; *High Risk Students; Instructional Effectiveness; Primary Education; *Reading Readiness; Reading Research; Remedial Instruction
IDENTIFIERS- Emergent Literacy

An instructional program, based on the instructional systems design model, was developed to assist at-risk students at a New York State elementary school in decoding the consonants b, d, t, and s. Eight first-grade students who displayed difficulty

editors. (Two tables are included; a list of collaborative teaching tips is attached.) (PRA)

ED 341 054 CS 213 118

Flanigan, Michael C.
Opening Discourse: The Benefits of an Outside Evaluator.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; Colleges; *Consultants; English Departments; Evaluators; Higher Education; *Program Evaluation
IDENTIFIERS- *External Evaluation; Professional Concerns

An outside evaluator can help an institution open up dialogue and bring about change by focusing the attention of top administrators, faculty, and students on goals seen as important by groups within the institution. Bringing in an outside evaluator to colleges and universities, English departments and writing programs, can be a touchy, often destructive business, if the person or group sponsoring the evaluation does not first lay the necessary groundwork. In order to serve the needs of an institution, all (or at least as many as possible) of the people who will be affected by an evaluation report should be consulted in advance of the visit. Experience in evaluating programs all over the United States has produced 6 guidelines for bringing in an outside evaluator: (1) set goals for what the evaluator is to look at and why; (2) lay the groundwork for the outside evaluator, involving everyone affected; (3) give the evaluator a written overview of the state of things at the institution, an overview that reflects as much as possible the interests of everyone the evaluation will affect; (4) furnish as much representative material and information as possible to help the evaluator accomplish the job; (5) arrange on-campus meetings for the evaluator with administrators, faculty, students, support personnel, and part-timers; and (6) require a full, written report from the evaluators within 4 weeks. (SR)

ED 341 055 CS 213 132

Rowe, Valerie
Language Development in Adolescence and Beyond.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Cognitive Development; Cooperative Learning; *Language Acquisition; Lifelong Learning; Maturity (Individuals); Peer Groups; Secondary Education; Sex Role; *Student Centered Curriculum; *Student Development; Writing Improvement; *Writing Instruction

A review of research demonstrates that both oral and written language continue to develop through adulthood. Studies show that such skills as the abilities to interpret metacognitive verbs, to make word associations, and to understand syntax improve with age. Adolescents and adults use language that solidifies them with their peer group. Adolescents use emotive, that every American can get a job, own a home, have a wonderful family, and live happily as a full American, but for most Blacks, however, the Dream does not exist; they earn less than Whites, have a harder time getting a mortgage, and frequently live in poverty. Furthermore, the country's historically Black colleges and universities are in danger of losing their state support. Opponents of these schools argue that Black colleges are no longer relevant in an integrated university community. This is obviously not true, since almost half of Black students who graduate from college graduate from Black colleges. The unequal allocation of resources between Black and other colleges parallels the unequal system of justice in America. While those responsible for the savings and loan scandal get a slap on the wrist, a Black who robs a bank gets a maximum sentence. If America is ever to become the democracy that it is not, the lies of the American Dream--equality, equal opportunity, and justice--will have to become realities for Blacks. (PRA)

ED 341 074 CS 213 160

van Rooyen, H.
The Disparity between English as a Subject and English as the Medium of Learning (A Final Report of the Threshold Project). Report SOLING-20.
PUB DATE- 90
NOTE- 214p.; Appendixes contain various legibility problems.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Coherence; Cohesion (Written Composition); Content Analysis; *Content Area Reading; *Difficulty Level; Elementary Education; *English (Second Language); Foreign Countries; *Language Proficiency; Science Instruction; Textbook Research; *Text Structure
IDENTIFIERS- *South Africa; Text Factors

A study investigated the disparity between the English-as-a-Second-Language (ESL) competence of South African black children and the competence required to comprehend content subject textbooks. Two ESL schemes and two fifth-year general science textbooks were analyzed for differences in vocabulary, syntax, speech acts, cohesion and coherence. Results indicated that: (1) there was a large jump between the vocabulary taught in the schemes and the vocabulary used in the texts; (2) the relative proportion of new vocabulary in the science lessons was very high; (3) the speech acts and their pragmatic force were similar across schemes and texts; (4) the textbooks used a much broader range of syntactic structures than the schemes; (5) the schemes used a much narrower range of cohesive devices than did the textbooks, and did not explicitly teach the use of cohesive or coherence devices; and (6) of the two textbooks, the one with by far the more difficult syntax also had a much more constructive use of cohesion and coherence conventions. Findings suggest that children should be introduced to the conventions of expository text in their English schemes, and that textbook writers should be made aware of the language limitations of their audience. (Three figures representing the design of the study and 16 tables of data are included; a list of 130 references, a further analysis of content subject textbooks, 4 textbook passages chosen for analysis, a visual demonstration of impact of unknown vocabulary, a trial computer run on 100 sentences, syntactic structures and elements in textbook passages, and passages from the English schemes are attached.) (RS)

Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Environment; Communication Skills; *Consciousness Raising; Cultural Context; Educational Philosophy; *Feminism; Group Instruction; Higher Education; Learning Theories; *Teacher Student Relationship
IDENTIFIERS- *Feminist Scholarship; Freire (Paulo); Percy (Walker); Postman (Neil)

If the principles of feminism are to be enacted and nurtured in their development, then there must be an understanding of: (1) psychological, social, economic, legal, and cultural obstacles confronting women; and (2) assumption and expectations surrounding the feminist perspective. The classroom offers a unique context for developing these competencies, for it is a social system in which independence, humanness, and individual responsibility can be encouraged. Many educators and learning theorists offer approaches that lend themselves to developing a grammar of feminism. Of particular interest, however, are Neil Postman, Walker Percy, and Paulo Freire, for they offer a philosophical rationale that seems very conducive to establishing the kind of learning environment appropriate for the exploration of feminist issues. Fundamental to incorporating a process of questioning, helping students to embark on their own process of inquiry, and establishing a learning environment that enables students to respond to challenges so that they can develop a grammar of feminism, is a discovery of the ways in which women see and know, relate and respond. One way to help students discover seeing and knowing, relating and responding, is to assign speeches, essays, or small group discussions that address the question, "What does being a man/woman mean?" Other activities include reading and discussing essays such as Gloria Steinem's "Ruth's Song (Because She Could Not Sing It)" or viewing and discussing movies such as "Tootsie" or "The Way We Were." (PRA)

ED 341 094 CS 507 699

Soenksen, Roger
Delivery: An Archaic Communication Concept in Academic Debate?
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Judges; *Persuasive Discourse; Undergraduate Students
IDENTIFIERS- Communication Behavior; *Debate Delivery; *Debate Tournaments

The delivery of an argument in debate has been clearly shown to be important in facilitating the changing of attitudes favorably toward a message, in enhancing understanding of the material, and in increasing the speaker's ethos. Despite its importance, however, delivery has become dead as a communication concept in debate and is no longer a rationale used by judges to render decisions. Examination of intercollegiate debates show that rate, comprehensibility, eye contact, movement, and gestures are commonly ignored by judges when assigning wins, losses, or speaker points. The trend seems to be that debaters will continue to employ a unique delivery style until judges penalize such behavior. Some suggestions for

ED 341 113 EA 023 473

Oldaker, Lawrence Lee
Our Bill of Rights Plus One: The Eleventh Amendment, Its History and Current Application to Schools and Universities.
PUB DATE- 91
NOTE- 26p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (37th, Orlando, FL, November 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; *Federal State Relationship; Governance; Higher Education; State Courts; *State Government; *States Powers
IDENTIFIERS- *Eleventh Amendment; *United States Constitution

The history of the 11th amendment to the U.S. Constitution and its current application to schools and universities are examined in this paper. The amendment, which seeks to protect the states by redefining judicial boundaries within the federal concept of government, is unclear and paradoxical, especially to claimants seeking federal relief from a state cause of action. A historical overview is followed by a discussion of the amendment and educational issues, with a focus on the following: desegregation; school finance; special education; attorney's fees; schools and hospitals for the handicapped; copyright; and nonresident tuition. One conclusion is that the amendment may not have achieved its objectives to define federalism, maintain national supremacy, and afford protection for the states. Because the Supreme Court will probably maintain the 11th Amendment doctrine, modification can occur only by Congressional action. However, the uncertainty of judicial support may have a positive effect on local school governance by providing equitable and reasonable policies. (74 references) (LMI)

ED 341 114 EA 023 474

Frazier, Charlie
Pilot Strategies To Improve the Behavior of Students Who Were Placed in In-School Suspension Nine Days or More and Suspended Home during the Previous School Year.
PUB DATE- Apr 90
NOTE- 80p.; Practicum Report, Nova University. Charts and tables may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Failure; Academic Probation; Attendance; Discipline; *Discipline Policy; *Discipline Problems; Expulsion; *High Risk Students; High Schools; *High School Students; *In School Suspension; Intervention; *Suspension

A project designed to improve the behaviors of high school students with chronic disciplinary problems is described in this practicum report. The target group consisted of 10 students in grades 10 through 12 (7 boys, 3 girls; 3 whites, 7 blacks) with high truancy and inschool suspension rates, low self-esteem, failing grades, and negative attitudes toward school. Methodology involved weekly student/project administrator meetings and weekly performance reports by teachers. Findings indicate that the attention given the describing the contribution from and responsibility of each organization. The absence of such an agreement is detailed. The interorganizational relationship literature provides insight into the reasons for establishing cooperative relationships and the resources required. Described are a variety of programs that the SLA is engaged in and the resulting effects of the lack of and change in funding. (RR)

ED 341 134 EA 023 607

Pounder, Diana G.; And Others
The University of Utah's Field-Based Doctoral Program: A Multi-Dimensional Approach to Advanced Administrative Preparation. Proceedings of a Symposium of the University Council for Educational Administration (Baltimore, Maryland October 25-27, 1991).
PUB DATE- Oct 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administrator Education; *Doctoral Programs; Educational Administration; Elementary Secondary Education; *Field Experience Programs; *Graduate Study; Higher Education; *Management Development; Theory Practice Relationship
IDENTIFIERS- *University of Utah

Proceedings from a symposium that shared information on the University of Utah's field-oriented doctoral educational administration program are presented in this paper. The sequential preparation program is based on the following multiple perspectives: a theory-practice relationship; field assignments conducted at multiple organizational levels; and presentation of multiple theoretical and methodological approaches. The program's knowledge base is composed of an academic core and specifications, preparation in research, and independent clinical study. Information is provided on the program sequence, admission and prerequisites, coursework, student assessment, course schedule, and faculty. (LMI)

ED 341 135 EA 023 608

Harlan, Merrill E.
Successful Integration: An Action Plan.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Anaheim, CA, April 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Educational Cooperation; Elementary Secondary Education; *Health Education; *Local Issues; *Policy Formation; *School Community Relationship; Special Health Problems
IDENTIFIERS- *Arizona (Glendale)

Guidelines for implementing a plan to integrate an HIV positive child into the educational mainstream are offered in this paper. Although the issue involves a special health problem, the action plan is applicable to any controversial integration project. Components of the plan include working with parents and students, curriculum development, training staff and parents, and media relations. Other important factors include state education statistics for 1987-89; (5) Utah ACT performance for 1990-91; (6) Utah and National Advanced Placement Performance for 1991; (7) Course-taking patterns of Utah high school seniors in 1991; and (8) sample district performance report. (LAP)

ED 341 155 EA 023 650

Richardson, M. D.; And Others
Principal Renewal: A Practical Approach to Principal Staff Development.
PUB DATE- Aug 91
NOTE- 18p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; *Management Development; *Principals; *Professional Development

Elements of a principal renewal program to help principals improve their instructional leadership skills are described in this paper. Nine topics of the staff development training program are highlighted, which are learned through supervised nonjudgmental practice: quality schools development; quality principal characteristics; time management; interpersonal skills; goal setting; conferencing skills; site-based management; conflict management; and problem solving. The training model is based on awareness of a knowledge base, modeling, independent and supervised practice, and evaluation. One figure depicts the training model. (9 references) (LMI)

ED 341 156 EA 023 651

Prickett, R. L.; And Others
Who Know What? Site-Based Management.
PUB DATE- Oct 90
NOTE- 27p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Decentralization; *Educational Administration; Educational Change; Elementary Secondary Education; *Knowledge Level; Participative Decision Making; *School Based Management; *School Restructuring

Findings of a study that explored the extent of knowledge and use of school-based management concepts by faculty, graduate students, and school administrators are presented in this paper. Nationwide data were obtained from surveys that were returned by 63 professors of educational administration, 82 principals, and 216 graduate students in educational administration. Findings indicate that all three groups have different perceptions of school-based management, particularly misconceptions about the supporting research base and participants. Each group had limited information, but each agreed that school-based management is not a passing fad. Ten tables are included. (65 references) (LMI)

ED 341 157 EA 023 653

DESCRIPTORS- Accidents; Children; Decision Making; Emergency Medical Technicians; *Head Injuries; Hospitals; *Medical Services; *Needs Assessment; *Neurological Impairments; *Parent Attitudes; Rescue
IDENTIFIERS- New York

This report addresses comments and recommendations of parents of children with traumatic brain injury (TBI) as well as those of professionals. The report is in two sections: (1) What Parents Say about the Time of Injury; and (2) What Emergency Personnel Should Know. The first section presents quotes from five parents about reactions and experiences at the time of the child's accident. The following specific problems are then identified and associated recommendations offered: (1) delayed field time; (2) delayed or inadequate medical assessment and/or treatment; (3) inadequately trained first responder personnel; (4) disparity of trained staff and equipment at various facilities and related issues; (5) poor parental access to the child; (6) poor communication and lack of information; and (7) lack of knowledge and assistance in making technical/medical decisions. The second section includes professional comments and recommendations of the New York State Head Injury Council concerning first responders and emergency care. Recommendations address treatment at the accident scene (e.g., standardization of training and certification of Emergency Medical Technician) and treatment in the hospital emergency department (covering assessment, staff education, family involvement, and record collection and documentation). (DB)

ED 341 177 EC 300 850

Lederberg, Amy R.; And Others
A Longitudinal Study of the Effects of Deafness on the Early Mother-Child Relationship.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Behavior Problems; *Deafness; Infants; *Interaction Process Analysis; *Interpersonal Competence; Longitudinal Studies; *Mothers; *Parent Child Relationship; Personality Traits; Social Behavior; Social Development; Young Children

Thirty-three deaf and 33 hearing children were videotaped playing with their hearing mothers at 22 months and 3 years of age. The deaf and hearing dyads differed at 22 months only on communicative competence. In addition, interactions in deaf dyads were mother dominated and less harmonious than in hearing dyads. At 3 years, the deaf children also showed less social initiative, social compliance, enjoyment, creativity, and on-task behavior and more misbehavior than hearing children. (Author/DB)

ED 341 178 EC 300 851

Strategies for Change: Supporting Students with Special Educational Needs in Regular Schools. Report Number 5 .
PUB DATE- Oct 90
NOTE- 39p.; Produced by Guidance and Counseling Services. For report number 6, see EC 300 852.
LANGUAGE- English

IDENTIFIERS- Case Management; *Education of the Handicapped Act 1986 (Part H); Impairment Severity; Individuals with Disabilities Education Act Part H

An exploratory study was conducted on the implementation of Part H of Public Law 99-457, with emphasis on the involvement of health care providers. A series of 10 focus group discussions were held with health professionals (mostly nurses and physicians) in five states (Colorado, Hawaii, Maryland, North Carolina, Ohio). These health care providers identified the role of service coordinator as the key to a family's successful entry to and maintenance within a family-oriented system of multidisciplinary services. Three models of service coordination varying by the degree of severity of the child's need for services were suggested. These included: (1) the physician as coordinator (usually for more severe impairments); (2) physician as medical coordinator with another professional coordinating services from other agencies and programs (the most prevalent model); and (3) physician as consultant to a multidisciplinary team (for cases where the disability is mild or less medically complex). Recommendations include examination of state directives related to service coordination for severely impaired infants and toddlers, specific allocation of funds for the position of service coordinator, and statewide planning for systems of service coordination. (DB)

ED 341 197   EC 300 870

Ysseldyke, James E.; And Others
Open Enrollment and Students with Disabilities: Issues, Concerns, Fears, and Anticipated Benefits. Enrollment Options for Students with Disabilities. Monograph No. 91-001.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Change; *Educational Policy; Elementary Secondary Education; *Free Choice Transfer Programs; Interdistrict Policies; *Open Enrollment; Outcomes of Education; Program Implementation; School Administration; School Choice; School Demography; School Districts; Special Education; Transfer Policy

This paper discusses implications of open enrollment polices for students with disabilities and for districts that gain or lose students with disabilities through transfer. An introductory section examines how open enrollment differs from other "choice" options and offers general arguments for and against open enrollment. The remainder of the paper identifies issues for both districts and students organized in terms of outcome issues, implementation issues, and demographics. Issues for districts include: program excellence, assessment practices, gain/loss of teachers, excess program costs, changes in excess levies, effects on special education child counts, Chapter I allocations, criteria for between-district transfers, planning, provision of information, local control, transportation, criteria for identifying students as handicapped, mainstreaming, Native American schools, and small rural districts. Issues for students who are handicapped include: parental satisfaction/involvement, student satisfaction, effects on academic performance and student behavior, environmental quality, dropout rate, least restrictive the Mental Health Services Plan and its 1990 Amendments. The first chapter identifies principles of effective planning such as the involvement of key stakeholders. The second chapter provides various state definitions of the target population, information on population size, service requirements, and current system assessment. Specific values and principles of CASSP are identified next. The fourth chapter examines the ways by which various states have addressed goals and objectives including structural change objectives relating to infrastructure, financing, and interagency collaboration. Specific strategies, resources and responsibility centers are identified in the fifth chapter. The last two chapters consider planning and progress reporting format and program evaluation methods. A list of technical assistance materials is appended. Includes 16 references. (DB)

ED 341 215 EC 300 889

Frazier, Franklin
Vocational Rehabilitation: Improved Federal Leadership Could Help States Focus Services on Those with Severe Handicaps. Testimony before the Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.
PUB DATE- Sep 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; *Federal State Relationship; *Government Role; *Needs Assessment; *Resource Allocation; *Severe Disabilities; State Programs; State Standards; *Vocational Rehabilitation
IDENTIFIERS- *Order of Selection (Rehabilitation Act 1973); *Rehabilitation Act 1973

This report summarizes testimony of Franklin Frazier, Director of Education and Employment Issues, the Human Resources Division of the Government Accounting Office, concerning the need for improved federal leadership in helping states utilize the "order of selection" provision (in the Rehabilitation Act of 1973) to provide rehabilitation services to those most severely handicapped. Review of state policies and actions found that: most states have not implemented order of selection; those states which have implemented order of selection find the procedure useful; and federal guidance and monitoring should be improved. The 11 states visited which were not using order of selection reported they could serve all eligible clients and thus didn't need to use the procedure. Other officials raised concerns that use of the procedure could significantly decrease the total number of people served. It is recommended that the Rehabilitation Services Administration be more active in helping states learn from each other and implement the procedure. (DB)

ED 341 216 EC 300 891

Seal, Brenda C.
Observer Agreement on Judgments of Bilingualism in Deaf Children.
PUB DATE- 25 Nov 91
NOTE- 12p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

data set and a sample of more than 800 illegal aliens apprehended in Los Angeles, California. Analysis of the data show the importance of certain variables not previously available, speaking fluency at migration and English reading fluency. English speaking and reading fluency both increase with the time in the United States, and the increase with time is greater for those who are younger at the time of migration, who have had more schooling, and who are not Hispanic. It is shown that reading fluency is more important than speaking fluency as a determinant of earnings. It is also suggested that future surveys of immigrants should include questions on English language proficiency at arrival as well as at the time of interview. The report is divided into four sections: a review of the literature on language and earnings in the labor market for immigrants; data used for this study; a multiple regression analysis of the determinants of fluency in speaking and reading English, including longitudinal changes in speaking skills; and a regression analysis of earnings that focuses on the roles of fluency in speaking and reading English. (LB)

ED 341 233 FL 019 699

Chiswick, Barry R.; Miller, Paul W.
Language in the Labor Market: The Immigrant Experience in Canada and the United States.
SPONS. AGENCY- Donner (William H.) Foundation.
PUB DATE- Jul 90
NOTE- 89p.; Paper presented at the Conference on Immigration, Language, and Ethnic Issues: Public Policy in Canada and the United States (Washington, DC, Spring, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Census Figures; Communicative Competence (Languages); Comparative Analysis; Economic Status; Employment Level; English (Second Language); Foreign Countries; *Immigrants; *Income; *Labor Market; *Language Dominance; *Language Fluency; Predictor Variables; Public Policy; Statistical Analysis; Success; Tables (Data)
IDENTIFIERS- *Canada; *United States

The determinants and labor market consequences for immigrants of proficiency in speaking the dominant language (English in the United States and English of French in Canada) are explored, with focus on adult men using self-reported data from the 1980 and 1981 censuses of the United States and Canada, respectively. It is shown that the determinants of earnings among immigrants are remarkably similar in the two countries. Fluency in the dominant language has a large positive effect on earnings, independent of other personal characteristics and country of origin. The study shows the importance of explicitly incorporating dominant language fluency, and the determinants of dominant language fluency, in the criteria for allocating immigrant visas, if immigrant economic success is a policy objective. It also indicates that, because of the questions asked and the coding procedures, the data related to language in the U.S. census are superior to the data from the Canadian census for both statistical and public policy analysis. (Author/LB)

ED 341 234 FL 019 700

Chiswick, Barry R.; Miller, Paul W.

American education traditionally has used a "recitation script," a repeated assignment/assessment cycle. Contemporary educational reform is now emphasizing the fundamental, natural method of teaching, such as assisting learners through "instructional conversation." This method helps learners perform just beyond their current capacity. This assistance in the "zone of proximal development" awakens the mental capacities of learners of all ages. It is provided through the instructional conversation, a dialogue between the teacher and learners in which the teacher carefully listens to grasp the students' communicative intent, and tailors the dialogue to meet the emerging understanding of the learners. This pattern of relationship is appropriate for the communication of an entire school, in which teachers assist and converse with one another, administrators assist and converse with teachers, and administration provides activity settings in which these instructional conversations can occur. Contains 14 references. (Author/LB)

ED 341 255 FL 020 011

Dialogue. Newsletters from 1982-1989, Plus a Recent History of Dialogue Journals, Abstracts of Major Research Projects and Dissertations, and List of Dialogue Journal Publications.
PUB DATE- 89
NOTE- 348p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bilingual Education; Deafness; *Dialog Journals; Doctoral Dissertations; Elementary Secondary Education; English (Second Language); Higher Education; *Language Research; Language Teachers; Literacy Education; *Newsletters; *Second Language Learning; Student Behavior; Teacher Education; *Writing Instruction; Writing Skills
IDENTIFIERS- Content Area Teaching

Issues of the newsletter, "Dialogue," covering 7 years in the 1980s are compiled in this publication, which contains an introductory section that lists the articles published in each issue. The first issue of "Dialogue," which appeared in April, 1982, explains the Dialogue Journal Project at the Center for Applied Linguistics. Subsequent issues cover various themes related to dialogue journals, such as the following: applications; research; uses in higher education; uses with students with special needs; dialogue journals as a reading event; applications in English-as-a-Second-Language settings; developing literacy in refugee, migrant, and adult basic education; teacher benefits, strategies, and time; helping students change attitudes and behaviors; interactive writing in deaf education; international settings; teacher education; bilingual education; elementary education; and promises and practices of content area instruction. An 8-page history of dialogue journals is included, as well as abstracts of 16 research studies, and a bibliography that contains approximately 75 references. (LB)

ED 341 256 FL 020 012

Woodward, Tessa, Ed.
The Teacher Trainer. Volume Five, Numbers One, Two, and Three.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

(Second Language); Finnish; Foreign Countries; *Intercultural Communication; Interpersonal Competence; *Language Usage; Norms; *Oral Language; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Finland

Experiences with the data, analysis, and results in the Finnish Contrastive Discourse Analysis Project (1985-1988) at the University of Oulu are reported. The purpose of the project was to describe the conversational skills of advanced Finnish speakers of English, and especially to determine the level of their social competence or their ability to use certain discourse strategies and/or politeness strategies. The most difficult aspect of the project was to determine the extent to which the differences in the language of advanced Finnish speakers of English were due to deficiencies in their linguistic skills and the degree to which they arose from different assumptions on the nature of conversational interaction in English and Finnish cultures. It was concluded that both framing and symbolizing strategies must be compared before definitive answers can be found regarding the level of social competence of the Finnish students. Some of the features of the interlanguage conversational style were found to result from cultural differences and culture-specific norms, but others were traced to deficiencies in the linguistic or structural skills of the students, particularly in the idiomatic control of the target language. Further research on the topic continues in the University of Oulu's Lexis in Discourse Project. Contains 9 references. (LB)

ED 341 276 FL 020 046

Yli-Jokipii, Hilkka
Running against Time and Technology: Problems in Empirical Research into Written Business Communication.
PUB DATE- 91
NOTE- 15p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Business Communication; English (Second Language); Finnish; Foreign Countries; *Intercultural Communication; *International Communication; *Language Research; Second Languages; Technical Writing; *Technological Advancement; Telecommunications; Time; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Finland

Problems involving empirical research into written business communication in Finnish and English are examined. Some of the problems are shown to be obvious reasons for the scarcity of research in this field. Three issues are discussed: (1) problems in establishing sub-categories and classification of current written business communication; (2) the role that some of the categories in the established pattern have in cross-cultural communication regarding changes taking place in international communication systems, and problems in the treatment of cross-cultural issues in international business writing (with the Finnish language as one element); and (3) the accessibility and diversity of real-life material. The problem of research into written business communication is treated as a struggle against time and technical development because time and technology affect real-life business communication practices. It is concluded that the linguistic outcome of a and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Fifteen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: demonstrate safe working practice and techniques; apply general work practices and procedures; communicate effectively; operate equipment; select, use, and maintain tools and equipment; block, hoist, and rig; weld and cut; perform preventive maintenance; diagnose and repair engines; diagnose and repair power trains; diagnose and repair electrical systems; diagnose and repair hydraulic systems; diagnose and repair pneumatic systems; diagnose and repair brake and steering systems; and diagnose and repair suspensions, undercarriages, and chassis and components. A competency analysis profile chart is attached. (YLB)

ED 340 828 CE 059 025

Motor Vehicle Mechanic. Apprenticeship Training Standards = Mecanicien d'automobiles. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 168p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; *Auto Mechanics; Behavioral Objectives; Certification; Competency Based Education; *Engines; Equipment Maintenance; Foreign Countries; Hydraulics; Job Performance; Job Skills; Job Training; *Motor Vehicles; Occupational Safety and Health; Postsecondary Education; Restraints (Vehicle Safety); Skilled Occupations; *Standards
IDENTIFIERS- Ontario

These training standards for motor vehicle mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Seventeen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) demonstrate safe working practice and techniques; (2) apply work practices and procedures; (3) perform basic vehicle servicing functions; (4) inspect and repair engine cooling and exhaust systems; (5) diagnose and repair braking systems; (6) diagnose and repair steering and suspension systems; (7) inspect and service electrical charging and starting systems; (8) diagnose and repair engines (mechanical); (9) diagnose and repair differentials, drive shafts, and drive axels; (10)

(150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educational Improvement; Educational Needs; Employer Employee Relationship; *Industrial Education; *Inplant Programs; *Labor Force Development; *Literacy Education; *Program Improvement; Skill Development
IDENTIFIERS- *Workplace Literacy

Some good news and some bad news can be seen in six areas of workplace literacy efforts: awareness, curriculum development, collaboration, staff training, research and evaluation, and funding. The good news includes the following: (1) more highly placed corporation executives are becoming aware of the need for literacy programs; (2) curriculum development is beginning to become more contextual, with a "functional context" approach based on real-world uses of literacy; (3) more collaboration among and between curriculum developers, trade associations, unions, management, and social agencies is taking place; (4) there are more staff training opportunities; (5) some research-based evaluation efforts are being made; and (6) there has been some increase in federal and state funding for workplace basic skills education. Among the bad news is the following: (1) the new awareness of the educational needs at the policy level does not lead to much else; (2) some workplace programs still rely on traditional "workbook" approaches or curricula designed by outside experts with little input from the people in the workplace; (3) there is little guidance on how to "collaborate"; (4) staff training opportunities are still scattered; (5) too little research is being conducted before workplace programs are started; and (6) resources are still limited. Employers should wake up, analyze their problems, find well-trained help in implementing programs, and make a long-term commitment to workplace literacy. (KC)

ED 340 846 CE 059 894

Total Quality Management in Vocational-Technical Education.
PUB DATE- 30 Jun 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Business Administration; Educational Administration; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Leadership; *Management Systems; Organizational Development; Participative Decision Making; Postsecondary Education; *Program Implementation; *Quality Control; Secondary Education; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Total Quality Management

A study was conducted to provide vocational educators with resources regarding implementation of Total Quality Management (TQM). Data were gathered through development of a bibliography of resources; a survey of all Oklahoma vocational-technical schools regarding specific industries in their area using TQM components (10 responses); and site visits to Oklahoma organizations using TQM concepts. The project defined TQM and determined that it was applicable to vocational education. A general outline and flowchart on implementing the process of TQM in an educational facility were developed. Five phases were determined: commitment, organizational development, customer focus, process orientation, and continuous improvement. A list of TQM tools was developed. (Attachments to the report include survey results, list of advisory committee members, and a 31-

for each task. Duty areas include the following: guest services, public relations, sales and marketing, safety/security, maintenance, personnel management, management, food preparation, and cleaning. A complete equipment list with percentage of use is appended. (YLB)

ED 340 863 CE 059 952

Report of the Subcommittee for Travel/Tourism of the Hospitality/Tourism/Recreation Technical Committee.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Employment Potential; Entry Workers; *Hospitality Occupations; *Job Skills; Job Training; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; *Tourism; *Travel; Vocational Education
IDENTIFIERS- Oregon

Written by a technical committee's industry representatives, state officials, and educators in Oregon, this document lists the skills and knowledge required by employees in travel and tourism occupations. The following occupations are considered: rental representative; service agent; travel agent; bus/tour/driver/guide/sightseeing leader; manager or convention center director; airline agent; flight attendant; visitor's center information coordinator; tourism director; and convention sales director. The guide begins with a list of 12 clusters of employability skills. A matrix matches each of the seven job duties identified with appropriate tasks for each of these occupations and ranks the skills by entry, retention, or advanced levels. The guide also identifies the industry standards (performance objectives), the steps that are required to accomplish the tasks to meet these standards (performance guide), and the necessary tools and equipment for each. The skills are grouped into the following categories: (1) clerical functions; (2) public relations duties; (3) sales functions; (4) inspection and maintenance; (5) personnel functions; (6) general managerial duties; and (7) fiscal management duties. (KC)

ED 340 864 CE 059 953

Report of the Education Technical Subcommittee on Food/Beverage Occupations.
PUB DATE- 88
NOTE- 298p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; *Cooking Instruction; Cooks; Dining Facilities; Entry Workers; Food; *Food Service; *Foods Instruction; Home Economics Skills; Hospitality Occupations; *Job Skills; Job Training; Occupational Home Economics; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; Vocational Education
IDENTIFIERS- Oregon

Written by a technical committee of persons from industry, professional associations, and labor, as well as persons with special expertise, state officials, and educators in Oregon, taking women's literacy more seriously. Components of a United Kingdom government policy and strategy and nongovernmental organization policies and strategies were suggested. Allocation of additional resources and more research were recommended. The transcript of "Women and Literacy," a speech by Lynda Chalker, follows the report's seven chapters. Appendixes include the following: United Nations Convention on the Elimination of All Forms of Discrimination against Women, Relevant Extracts; a checklist for participation of women in developing projects; a list of case studies; and a list of 62 references. (YLB)

ED 340 882 CE 060 029

Sorrentino, Sheila A.; Hines, Edward R.
Community Colleges, Four-Year Colleges, and Universities as Providers of Education and Training for Corporate Employees.
PUB DATE- Oct 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Corporate Education; Education Work Relationship; Employer Attitudes; Higher Education; *Industrial Training; Institutional Research; *Job Training; Organization Size (Groups); Professional Continuing Education; School Business Relationship; Surveys; Two Year Colleges; *Universities; Use Studies
IDENTIFIERS- Illinois

A study was conducted to identify reasons companies used community colleges and four-year colleges and universities for corporate education. Other purposes were to determine ways in which companies obtained such educational services and the effect of company size. The population consisted of the chief executive officers of 494 manufacturing companies with 26 or more full-time employees in 3 Illinois Chamber of Commerce service areas (Rockford area, Illinois Quad-City, and Peoria area). A total of 129 usable surveys were returned. The survey instrument consisted of 83 closed-ended items and 6 open-ended items. Findings indicated that 73 companies used higher education institutions. Community colleges were used for more aspects of corporate education and job-related training in emerging technologies at a reasonable cost for managers, supervisors, and technical and clerical personnel. Four-year institutions were used by executive and management personnel. Except for technical skills training and use of tuition assistance programs, company size was not a factor in the use of community colleges for corporate education. (26 references) (YLB)

ED 340 883 CE 060 030

Donlon, Thomas F.
The Once and Future Thing: Credit-by-Examination in Adult Education.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (22nd, Ellenville, NY, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Analysis of 77 tasks in the duty area of servicing computer equipment is provided for computer repair technicians. For each task, the following are provided: performance standard, steps to be performed, knowledge and attitudes required, safety requirements, equipment and materials needed, source of the analysis, and the related Illinois State Goals for Learning. (KC)

ED 340 900 CE 060 073

Barrick, R. Kirby; And Others
A Review and Synthesis of Research on Supervised Experience in Agriculture. Summary of Research 65.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Agricultural Education; *Program Attitudes; *Program Implementation; *Program Improvement; *Research Reports; Secondary Education; *Supervised Occupational Experience (Agriculture); *Teacher Characteristics

A literature search of theses and dissertations was conducted in order to synthesize research findings related to supervised experienced in agriculture. Studies completed at the Ohio State University were located through a library search, and a search of the university's agricultural education microfiche collection and "Dissertation Abstracts International" was made to identify dissertations completed at other universities; other research summaries and proceedings were also searched. The search yielded 78 theses and dissertations related to supervised experience in agriculture. Six categories of research were identified: program partner perceptions of supervised experience; teacher characteristics; relationship of supervised experience to student achievement; supervisory visits; responsibilities for the programs; and the broadened concept of supervised experience. Conclusions drawn for each of the six categories of findings include the following: (1) all program staff and participants agree that supervised experience provide students with beneficial skills; (2) students and parents do not value the experience as highly as other program partners; (3) the agriculture teacher is viewed as being primarily responsible for the program; (4) the quality of school facilities provided has a positive impact on the experience; (5) the number of limited opportunity students enrolling in agriculture programs is increasing; and (6) all agricultural students should be required to participate in supervised programs. Recommendations based on the research findings were made for program improvement. (65 references) (KC)

ED 340 901 CE 060 075

Advanced Technology Training Program for the Apparel Industry. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Basic Skills; Community

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Curriculum Development; Demonstration Programs; *Developing Nations; Educational Needs; *Literacy Education; *Program Development; Program Evaluation; Program Implementation; Staff Development; Student Evaluation; Teacher Role; Trainers; *Training Methods; Training Objectives

This handbook (in English and French editions) presents training in its broadest sense, highlighting its function of providing trainees both with theoretical foundations and with instrumental competencies to carry out the roles and duties of middle and grassroots level adult educators. It constitutes an attempt to present various experiences and views on training problems and issues so that trainees can sort the evidence to make appropriate decisions. The handbook contains 14 chapters, organized in 3 parts. The first part presents a general framework within which training can be viewed. It contains three chapters that, respectively, define the conceptual issues related to adult education, profile the personnel involved in literacy at the middle and grassroots levels, and set forth the concept and guiding principles of training. The six chapters in the second part propose a systematic approach to the development of a training curriculum. Steps include identifying and assessing training needs, setting training objectives, determining and sequencing the training content, making the training process operational, and designing the evaluation of training. The third part focuses on implementation of the curriculum. Chapters concern trainers' roles and responsibilities, training of trainers, administrative aspects, and examples of training programs from nine developing countries. A concluding chapter comments on issues and needs. (KC)

ED 340 920 CE 060 124

Review of JTPA Participant Characteristics and Program Outcomes for Program Years 1984 through 1989. JTQS Special Paper No. 10.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Oct 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Demography; *Employment Programs; Employment Statistics; *Job Placement; *Job Training; Longitudinal Studies; *Participant Characteristics; Postsecondary Education; *Program Effectiveness; Trend Analysis; Wages; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA; *Job Training Partnership Act 1982 Title III

This publication presents summary data on participants in programs operated under Title IIA or Title III of the Job Training Partnership Act (JTPA) during the first 6 complete program years of their operation. Data are from the Job Training Quarterly Survey. The data describe socioeconomic characteristics of the terminees, some information on public benefits received at program entry, and brief work histories. Other data detail length of stay in the program, activities/services received while in the program, and reasons for termination. For those terminees placed in employment, wages and hours are available. A brief narrative section parents and displaced homemakers in Elizabethtown, Kentucky, with information on available opportunities and assisted participants in raising their self-esteem. The project served 64 people through three 2-week, 40-hour workshops and an additional 151 people through mini-workshops and/or career assessment and counseling. Almost all workshop participants made decisions to pursue future education/training. A support group was established following each workshop so that local participants could continue to meet monthly. The project advertised extensively through community agencies, churches, newspapers, and radio and by posters and brochures. The project's success was largely due to its affiliation with the Lincoln Trail Regional Assessment Center or Career Connections, a joint effort of Vocational Education Region V and Elizabethtown Community College. Recommendations were for closer collaboration with the vocational schools, improved follow-up with workshop participants, and more publicity in rural areas. (In addition to the project report, other contents include participants' comments; three stories written by workshop participants; and sample registration, intake, outtake, and evaluation forms.) (YLB)

ED 340 938 CE 060 195

Aircraft Electronics Maintenance Training Simulator. Curriculum Outlines.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 275p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aviation Education; *Aviation Mechanics; Behavioral Objectives; Course Descriptions; Course Objectives; Curriculum Guides; Electricity; Electromechanical Technology; *Electronics; *Electronic Technicians; Instructional Materials; Learning Activities; Microcomputers; Microelectronics; Power Technology; *Technical Education; Two Year Colleges

Instructional materials are provided for nine courses in an aircraft electronics maintenance training program. Courses are as follows: aviation basic electricity, direct current and alternating current electronics, basic avionic installations, analog electronics, digital electronics, microcomputer electronics, radio communications, aircraft electromechanical components and control systems, and Federal Communications Commission license preparation. A cover sheet for each course presents this information: course number; course title; co- or pre-requisite; availability of test out; course description; hours of instruction, including classroom and lab hours per week and length of course in weeks; and name of preparers and date of preparation. A second sheet lists the textbook used, including title, author, edition, publisher, and copyright; a list of references; a list of audiovisual aids; and a list of equipment and supplies. A course outline provides a content outline and learning activities for each competency statement. A course consists of from 2 to 62 competencies. (YLB)

ED 340 939 CE 060 199

Idaho Driver Education Instructional Guide. Revised.
PUB DATE- Jan 90
NOTE- 345p.

Bowser, Andrew G.; Hejazinia-Bowser, Sussan
A General Study of Intermarriage in the United States.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling Objectives; Cultural Differences;
Differences; Ethnic Groups; *Intermarriage; Racial Differences;
Religious Differences; Social Differences

Intermarriage is a term applied to a married couple whose religious, racial, or ethnic backgrounds are different. There are three classifications under which an intermarriage can fall: interfaith, interracial, and interethnic. There are two typical patterns of intermarriage. In the first pattern, which has to do with ethnic identity, individuals seek to "fill in the holes" of their own ethnic identities. In the second pattern, which deals with family of origin conflict, the individual marries to solve a family dilemma. Potential areas of difficulty include problems in communication, including nonverbal communication; prejudices and stereotypes; surrounding family; differences in concept of marriage; a language barrier; differences in values; differing cultural objectives for marriage, including sexual relationships, the manner in which children are reared, the division of labor and responsibility, and the nature of love; degree of acculturation; religious differences; and racial differences. Three general goals for counseling intermarried couples have been suggested: keeping open relationships with all family members, which may include reestablishing cutoff relationships; increasing the clients' flexibilities for dealing with the differences of the other's background; and claiming one's own cultural rituals as part of their married identity. In times of stress and conflict abilities to tolerate differences diminish. Such differences which may have once been the attraction then become the sources of problems. (ABL)

ED 340 958 CG 023 913

Muller, Robert T.; And Others
The Victim Blame Process in Survivors of Physical Child Abuse.
PUB DATE- Aug 91
NOTE- 15p.; Paper presented at the Annual Convention of the
American Psychological Association (99th, San Francisco, CA,
August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; College Students; Family Violence;
Higher Education; *Predictor Variables; Victims of Crime
IDENTIFIERS- *Blame

A considerable literature has developed on the tendency to ascribe the "blame" for unfortunate life events on the victims of the misfortune. Previous research has not explored fully the victim blame tendency in the case of child physical abuse. This study investigated the relationship between the experience of physically abusive parenting and the process of victim blame attitudes toward abused children. Subjects (N=897) were college undergraduates of whom 323 endorsed at least one of the severe violence items on the Conflict Tactics Scale. The mediating effects of these five variables in the relationship between abuse and victim blame were examined: self-derogation; personal related responses to death, and ways of coping with a death in a family that includes children. The third fact sheet, "Teen Suicide" describes conditions that can lead to adolescent suicide and warning signs that parents should recognize. Patients are also urged to recognize depression and suicidal feelings as treatable mental disorders. The fourth fact sheet, "Children of Alcoholics" discusses the risks for children of alcoholic parents. Benefits of professional help and support groups are described. The fifth fact sheet, "Stepfamily Problems" looks at the challenges faced by new stepfamilies. Suggestions are given for building strong bonds. The sixth fact sheet, "Helping Children after a Disaster" provides tips and insights to help parents consider the effects of a catastrophe on their children. Symptoms and changes that may indicate Post-Traumatic Stress Disorder are described. The seventh fact sheet, "Manic-Depressive Illness in Teens" describes the symptoms of manic-depressive illness, also known as bipolar mood disorder. The eighth fact sheet, "Children of Parents with Mental Illnesses" discusses the risks of mental illnesses for children, and lists protective or positive factors that can decrease the risk. The ninth fact sheet, "Making Decisions about Substance Abuse Treatment" provides questions for parents to ask when substance abuse treatment is recommended. In most of the fact sheets, symptoms and warning signs are listed. (LLL)

ED 340 977 CG 023 932

Sacco, William P.; And Others
Gender Differences in AIDS-Relevant Condom Attitudes and Condom Use.
PUB DATE- Aug 91
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Patterns; College Students; Contraception; Higher Education; Sex Differences; Sexuality; Student Attitudes
IDENTIFIERS- *Condoms

Many heterosexuals have not altered their sexual practices in response to the threat of Acquired Immune Deficiency Syndrome (AIDS). Knowledge of risk alone appears to have little effect on altering sexual behavior; more complex psychological factors seem to be involved. Condom use to prevent the spread of Human Immunodeficiency Virus is a unique health behavior because it typically involves either explicit or implicit agreement between both partners. Therefore, within heterosexual relationships, knowledge of gender differences in attitudes, intentions, and behavioral tendencies should enhance understanding of the interpersonal processes involved in condom use. Two studies, conducted approximately one year apart, examined gender differences with respect to AIDS-relevant condom attitudes and condom use behaviors. Subjects (N=248, N=528) were undergraduates, primarily heterosexual. Females generally had more favorable attitudes with the exception of greater inhibition about buying and possessing condoms. Men engaged in preliminary condom use behaviors (carrying and keeping condoms at home) substantially more often. Gender was unrelated to past and intended condom use. Results suggested that although females may indirectly influence condom use decisions, providing condoms is generally the expected role of

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Patterns; Incidence; *Safety; Secondary Education; Secondary School Students; Sex Differences; *Sexuality; Traffic Safety; Trend Analysis
IDENTIFIERS- *Nebraska

This report describes a range of adolescent behaviors related to their safety and the safety of others. The behaviors reported here range from ordinary safety precautions such as only swimming in supervised areas and wearing helmets when riding a motorcycle to less talked about behaviors such as using condoms during sexual intercourse and carrying a weapon for self-protection. The information described in this report came from a survey of Nebraska students (N=2,237) in grades 9 through 12. Results reported in this document include the following: (1) of the 40% who reported riding on a motorcycle, less than half reported wearing a crash helmet; (2) only 15% of Nebraska students use their seatbelts always or most of the time when riding in a car or truck driven by someone else; (3) almost half had ridden in a vehicle with a driver who had been drinking or using drugs in the last 30 days; (4) over one-third reported swimming without a lifeguard or adult supervision four or more times the previous summer; (5) nearly 30% had thought seriously about committing suicide; (6) 54% had had sexual intercourse at least once; (7) one-third reported using alcohol and/or other drugs the last time they had sexual intercourse; and (8) almost 10% claimed they had ever been pregnant or had gotten someone pregnant. (ABL)

ED 340 997 CG 023 954

Newman, Ian M.
Eating and Exercising: Nebraska Adolescents' Attitudes and Behaviors. Technical Report 25.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Dec 91
NOTE- 35p.; For other reports in this series, see CG 023 949-953.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Patterns; *Eating Habits; Incidence; Nutrition; *Physical Activity Level; Physical Education; Physical Fitness; Secondary Education; *Secondary School Students; Sex Differences; *Student Attitudes; Trend Analysis
IDENTIFIERS- *Nebraska; *Weight Loss

This report describes selected eating and exercise patterns among a sample of 2,237 Nebraska youth in grades 9-12 selected from a random sample of 24 junior and senior high schools. The eating patterns reported cover food selection, body image, weight management, and weight loss methods. The exercise patterns relate to the frequency of "hard" physical activity, participation in community recreation, the effect of physical education classes, the incidence of hard physical exercises in such classes, and television watching. Results reported in this document include the following: (1) approximately 3 of 10 adolescents did not eat a single serving of green or yellow vegetables or fruit or fruit juice on the day prior to the survey; (2) almost 29% of females said they were too fat, as did almost 17% of the males; (3) despite 61% claiming that their weight was just about right, only 33.7% said they were not doing something to change their weight; (4) exercise was supported the concept that continual failure seems to plague the suicidal child, increasing and becoming more significant by the high school years. The sample consisted of the parents of 51 adolescents who suicided between the ages of 12-27. The study found that during the elementary school age years children who later kill themselves are still not significantly different than those children who do not later kill themselves, but they do begin to show somewhat different strategies of dealing with the stress they experience, and how they view themselves and their abilities. Adults at home and at school can work together to insure that children are encouraged and exposed to positive methods of reducing stress at early ages and in many different situations. Young children affect the response they receive from others. If they are to develop a good feeling about who they are it is necessary to recognize what their impact is on others, why it occurs, and what they might do to change it. (LLL)

ED 341 016 CG 023 973

Schuyler, Suellen
Surviving Traumatic Brain Injury: A Study of Post Acute Rehabilitation Services.
PUB DATE- Nov 91
NOTE- 61p.; Master of Education paper, Ohio University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Counseling Effectiveness; Counseling Services; *Counselor Role; Evaluation Methods; *Head Injuries; Individual Needs; *Rehabilitation; *Rehabilitation Counseling

The problems facing a rehabilitation counselor in successfully working with survivors of brain trauma are myriad. This review examined evaluation techniques, rehabilitation therapies, and existing services that have proven effective with traumatic brain injury (TBI) clients. There is a gap in rehabilitation services that results in the TBI survivor having multiple difficulties. Most times survivors are discharged when medically stable or when insurance benefits are exhausted. Based on the research examined, the following recommendations are made: (1) major changes are needed in the health care system so that adequate rehabilitation is available to all survivors; (2) a state department for head injury could be established to provide such services as housing, case management, and employment services; (3) state rehabilitation agencies could relax their attitudes and requirements to allow more services to be provided in the behavioral and psychosocial areas; (4) rehabilitation agencies need to provide more in-depth training on TBI and counselors need to take full advantage of such training when available; (5) counselors need to become involved earlier in the process of rehabilitation in order to provide counseling and information to survivors and families; (6) families and survivors need to take part in local head injury support groups for peer support and information exchange; and (7) rehabilitation grants could be obtained to implement programs to address behavioral, psychosocial, cognitive, and community re-entry service needs for the TBI client. (LLL)

ED 341 017 CG 023 974

Schurink, Evanthe; Schurink, W. J.
AIDS: Lay Perceptions of a Group of Gay Men.
PUB DATE- 90

in decoding words participated in the program which took place in a "reading corner" set up within the regular classroom setting. Within the reading corner, many big books, stuffed animals, alphabet cards, pictures, and printed materials were exhibited. Students verbalized the names of the animals and characters that were presented to them. Pretests, performance checklists, posttests, and follow-up activities were created. As a result of one-on-one evaluation and small group evaluation, revisions were made in the delivery of the instruction to accommodate individual learners and to improve the quality of instruction. Results indicated that: (1) the learners enjoyed the use of familiar objects, joining together in small groups, and participating in the reading corner; (2) the students displayed enthusiasm, with several students creating their own story books to donate to the school library; and (3) while many students had not passed the pretest, all passed the posttest. As a result of the success of the learning program, other classrooms incorporated a reading readiness corner within their classrooms. (Eight tables of data are included; a questionnaire, task analysis, charts, instructional tasks and objectives, interview results, the pretest and the posttest, performance checklists, lesson plans, a home checklist, a performance rating chart, a letter reversal worksheet, student survey, and a 21-item bibliography are attached.) (RS)

ED 341 035 CS 010 811

Veatch, Jeannette
Whole Language and Its Predecessors: Commentary.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational History; Educational Research; *Educational Trends; Elementary Education; *Individualized Reading; *Language Experience Approach; *Whole Language Approach
IDENTIFIERS- Ashton Warner (Sylvia); *Key Vocabulary

Since the rise of the whole language movement, Sylvia Ashton-Warner's key vocabulary, individualized reading, and experience charts have been notable for their omission from the many books available on whole language. Whole language strength is notable in at least four major areas: (1) its learner-centeredness; (2) its scorn of commercial behavioristic material, such as basals and workbooks; (3) its demand for integration of all curriculum, especially the language arts; and (4) its salutary insistence on authenticity in teaching methodology. Omission of key vocabulary, individualized reading, and experience charts from current practice is puzzling, since each is compatible with the four characteristics of whole language. One explanation for this omission is that divergence is not considered "pure" whole language. Also, the expansion of the whole language movement has taken place since 1970, but the three activities were popular before 1970. The publication dates of entries in the bibliographies of five major whole language texts were analyzed. Results indicated that 92% of the citations bore dates after 1970. Particularly noteworthy is one page from one of the bibliographies which reveals an ignorance of the disputes that have roiled the field of reading for decades by including only one reference to "phonics," the only connotative, and socially coded language. Their socially coded language of swearing shows how conscious they are of how they are perceived linguistically. Furthermore, they are very much aware of linguistic structures appropriate to gender. In writing, semantic and syntactic complexity, complex audience awareness, and skill in narration are indicators of maturity. Writing improves when freed from the level of transmitting information, and is stimulated by interaction and conversation. Student-centered, concept-based transactional learning fosters learning in the classroom. Adolescent language development can be achieved by: (1) student initiative; (2) incorporation of prior knowledge; (3) inclusion of the learner's cultural context; and (4) interaction between school and society. Despite favorable research, contemporary U.S. high schools rarely employ language oriented, collaborative problem solving. Teachers need to learn how to implement such strategies, and they must have the support of administrators, the community, and the government in incorporating language-based instructional methods into the curriculum. (Fifty-four references are attached.) (SG)

ED 341 056 CS 213 133

Dvorak, Jack; Dilts, Jon Paul
Post-Hazelwood Considerations for High School Publications Advisers.
PUB DATE- 5 Jan 91
NOTE- 70p.; Paper presented at the Annual Secondary Division Meeting of the Association for Education in Journalism and Mass Communication (Miami, FL, January 5-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Freedom; Administrators; *Court Litigation; *Freedom of Speech; High Schools; *Journalism Education; Legal Problems; *School Newspapers; *Student Publications
IDENTIFIERS- *Advisor Role; Educational Issues; *Hazelwood School District v Kuhlmeier

Even though the high school publications adviser in the Hazelwood East High School Supreme Court case of 1983 was named as a petitioner with school officials, some litigation and much research indicates that advisers have often encountered administrators in an adversarial role. Because "Hazelwood" ruled that the school newspaper is part of the curriculum, an examination of federal and state court decisions focused on several issues: (1) the role of federal courts in content-control of school curricula; (2) the marketplace of ideas concept and the notion of academic freedom as applied to high school teachers; (3) the authority of schools in controlling the curriculum; (4) the conflicts that occur when school authorities' decisions conflict with teacher academic freedom; and (5) due process rights for teachers. From a teacher's point of view, the publication by journalistic tradition is a curricular tool for the practice of journalism, which includes protections provided by the First Amendment and the Constitution generally. When an administrator decides to censor such a curricular vehicle, it means that the state seems to be both violating its mandated curriculum and implementing a practice violative of the First Amendment, which it has been charged to protect in the schools. Designation of "Spectrum"

ED 341 075 CS 213 161

Lesesne, Teri S.
A Book Discussion Guide for "The Obnoxious Jerks" by Stephen Manes.
PUB DATE- Nov 91
NOTE- 5p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Authors; *Class Activities; Fiction; *Literature Appreciation; Secondary Education; Student Attitudes
IDENTIFIERS- Manes (Stephen); *Obnoxious Jerks (Manes); Question and Answer Exercises

This paper offers 9 teaching questions to be used with Stephen Manes', "The Obnoxious Jerks," a humorous novel in which students challenge school rules in high school. The paper also provides a brief description of the novel, a biographical sketch of the author, and a selected bibliography of 21 related works. (PRA)

ED 341 076 CS 213 163

Romano, Tom
How Language, Image, and Detail Teach.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Thinking; *Creative Writing; Higher Education; *Revision (Written Composition); *Visualization; Writing Improvement; *Writing Instruction

A teacher reports that during the process of writing a novel, he saw the creative link connecting language, image, and detail. He generated details from the images and language that preceded them. The initial envisioning often flickered erratically until he had generated enough language to place himself in a detailed scene. He has found that in any narrative he writes, the visual and verbal modes of thought run side by side, and a first draft emerges eventually. When revising, he works from the "depicted" vision, however spare those pictures might be. Experiencing his writing enables him to conceptualize what he's doing. He seeks to promote a transaction with words to create meaning from symbols. The details come from language, which comes in turn from images. Teachers should encourage students to practice visual thinking and experience its generative power. Students should be invited to imagine scenes, put those scenes in words, and discuss in class what further images and language those written scenes generate. Students can make the "show, don't tell" approach to writing more than a technique for writing well. They can make it a strategy for thinking well. (SG)

ED 341 077 CS 213 168

changing this trend are: (1) include style as a major component in judging criteria; (2) establish delivery as a rule for debate; (3) shorten the competitive season; (4) limit the evidence; (5) limit the topic; and (6) encourage random judging assignments of a diversity of judges. (Nineteen notes are included.) (PRA)

ED 341 095 CS 507 702

Glenn, Robert J., III
The Tristate Region: Revitalizing High School Forensics Activities through the Collective Effort of College Programs.
PUB DATE- 31 Oct 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Debate; Educational Research; Higher Education; High Schools; *Institutional Cooperation; *Policy Formation; Regional Cooperation; *Teacher Attitudes
IDENTIFIERS- *Debate Coaches; *Debate Tournaments; Illinois; Indiana; Kentucky

A case study focused on a trio of forensics service areas in southeastern Illinois (Carmi and Mt. Carmel), southern Indiana (Evansville), and western Kentucky (Henderson, Owensboro, and Bowling Green) to examine the relative health and level of communication present within and among each of the three districts. Since most of the forensics programs in southeastern Illinois, an extremely rural area, were no longer fully active due to budget cuts and travel restrictions when this report was prepared, the analysis focused primarily on Kentucky and Indiana. Several prominent college and high school coaches from Kentucky and Indiana were interviewed to accurately assess the state of growth and cohesion present among forensics programs in the Tristate region. Findings indicated that in western Kentucky and Evansville, Indiana there is not enough funding or personnel resources to compete effectively, and there is little interaction between the two state associations. In Henderson, several small-town forensics programs lost their programs due to a shortage of funds, poor parental support, and coach burnout. Results suggested that the state speech associations in these three states may be partly to blame for the lack of cohesion and integration within the region, but lack of funds, coach burnout, lack of parental support, lukewarm administrative support, and an overemphasis on competitive, rather than educational, success are the common problems throughout the Tristate region. Results further indicated that high school coaches felt that college forensics organizations could do significantly more to promote student knowledge concerning active college programs. (PRA)

ED 341 096 CS 507 703

Kuper, Glenn
Balancing the Scholarship Demands of Forensics and Graduate Study.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English

students helped to improve their attitudes, attendance, grades, behaviors, and self-esteem. Appendices include student behavior response forms, pre- and post-student behavior ratings, pre- and post-teacher observation reports, and student contracts. (16 references) (LMI)

ED 341 115 EA 023 489

America 2000 Excellence in Education Act. Proposed Legislation. Message from the President of the United States Transmitting a Draft of Proposed Legislation entitled, "America 2000 Excellence in Education Act." 102d Congress, 1st Session.
PUB DATE- 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Objectives; Educational Planning; Educational Policy; *Educational Quality; Educational Strategies; Elementary Secondary Education; *Excellence in Education; *Federal Legislation; *Federal Programs; National Programs
IDENTIFIERS- *America 2000; Congress 102nd; Proposed Legislation

A draft of proposed federal legislation entitled "America 2000 Excellence in Education Act" is presented in this document. Contents include a message from President Bush and a copy of the act, which offers proposals in the following areas: New American Schools; Merit Schools; training and certification of teachers and school leaders; educational reform and flexibility; parental choice; national assessment of educational progress; a National Commission on Time, Study, Learning, and Teaching; Regional Literacy Resource Centers; and general provisions. Twelve Congressional recommendations are offered, some of which include providing federal startup funding to communities; rewarding effective schools; supporting teacher and school leader training; developing alternative teacher and administrator certification programs; providing schools with greater flexibility in exchange for accountability; expanding parental choice; expanding the national educational assessment program; and creating Regional Literacy Resource Centers and a National Commission on Time, Study, Learning, and Teaching. (LMI)

ED 341 116 EA 023 497

ERIC Digests, 1988-1991: A Compendium of Forty Titles.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrative Principles; Administrator Evaluation; Drug Abuse; *Educational Administration; *Educational Finance; Educational Planning; *Educational Policy; Elementary Secondary Education; Higher Education; High Risk Students; Management Teams; Parent Participation; *Personnel Management; Program Evaluation; Racial Bias; School Based Management; School Choice; School Demography; *School Personnel; School

honesty, cooperation, acceptance, and respect of family/child privacy. (LMI)

ED 341 136 EA 023 609

Genge, Fred C.
A Further Application of the Quadriform to the Study of Economic Efficiency in K-12 Schools in Illinois.
PUB DATE- Mar 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Williamsburg, VA, March 14-16, 1991). Some small and filled print in figures may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Efficiency; Elementary Secondary Education; Racial Factors; Regression (Statistics); *School Districts; *School Effectiveness; *School Statistics; Statistical Studies; Teacher Distribution; Teacher Student Ratio
IDENTIFIERS- *Illinois; *Variables

This study presents a means of identifying economically efficient school districts in Illinois and provides an analysis of select school variables: school population; salary expenditure; level of teacher preparedness; number of years of teaching experience; and select ratios incorporating pupils, administrators, teachers, test scores, and percent low income. Economically efficient schools are identified as schools attaining higher than expected test scores at lower than expected costs. Expectation is based on the school districts' socioeconomic status and property wealth. The school variables are basically ethnic. Ethnic measures include counts of teachers and faculty. Except for salaries and class size, the variables used in this study are beyond the envelope of control exercised by the various boards and superintendents. Results based on chi-square analysis are given for four types of districts: technically efficient (17.9 percent), low service (18.1 percent), high service (14.8 percent), and technically inefficient (13.1 percent). Economically efficient schools may not turn out to be professionally effective schools. Other study limitations and further research directions are discussed. Suggested readings include books, monographs, legal citations, unpublished materials, and government publications. Several tables of variables and quadrants used in the study are presented. (MLH)

ED 341 137 EA 023 610

Stoner, Jesse
Lessons from the Business Literature. The School Improvement Leader: Four Perspectives on Change in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Characteristics; *Educational

Prickett, R. L.; And Others
Assessment for Instructional Leadership.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; *Administrator Qualifications; *Assessment Centers (Personnel); Educational Administration; Elementary Secondary Education; *Instructional Leadership; Principals; *Professional Development

A model to evaluate educational administrators' instructional leadership skills and behaviors is described in this paper. A review of literature indicates that methodology for assessing instructional leaders is lacking. An evaluation model is presented, which is based on the following stages: (1) interview; (2) evaluation of instructional management skills; (3) evaluation of strategic planning and analysis; (4) participant's presentation; and (5) feedback and positive growth. The model is applicable for assessing aspiring as well as current administrators. (44 references) (LMI)

ED 341 158 EA 023 654

Richardson, M. D.; And Others
A Collaborative Model for Principal Selection.
PUB DATE- Feb 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; Elementary Secondary Education; Employment Qualifications; *Personnel Policy; Personnel Selection; *Principals; *Recruitment; Rural Schools
IDENTIFIERS- *Kentucky

Although the principal is critical for the success of the school and the school district, many school districts lack a structured and systematic means for identifying and selecting principals. This paper presents a collaborative model for principal selection, which is based on a valid job description, advertisement of the position, interview analysis, stress activity, and references. Implementation of this model in several Kentucky school systems indicates that the system is particularly effective in small, rural districts. A conclusion is that the system is useful in making valid, objective decisions in principal selection. (22 references) (LMI)

ED 341 159 EA 023 656

Nordhaus, Mary
Let There Be Change in Schools and Let It Begin with Me. A Report on the New Mexico Academy for School Learners.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 91
NOTE- 90p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; *Disabilities; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Program Development; *Special Needs Students
IDENTIFIERS- *Australia (Queensland)

This report presents the views of the Advisory Council for Special Education Needs for Queensland, Australia concerning effective education for students with special educational needs in regular schools. Three issue areas are identified: (1) commitment and advocacy; (2) effective management of education; and (3) improved human resource development and planning. For each issue, principles are discussed and then related educational goals and objectives are presented. The principles include: access to and participation in an appropriate and effective education; family participation in schooling; advocacy for and active promotion of student rights; personal welfare of students; the right of participation and choice; effective school-based programs and services; staff professional development; programs and services based on negotiation; needs-based planning and accountability; commitment by each staff member; support for teachers; upgrading of professional competencies; recognition of staff development and expertise; systems-wide support; special education support services; program and resource development; and recognition of achievement. Objectives and strategies for change are presented in tabular form for each issue by organizational level (school level, school support center level, regional level, and central system level). A list of Council Members is attached. (DB)

ED 341 179 EC 300 852

The Way Ahead: Meeting a Wider Range of Educational Needs in Regular Schools. Implications for Preservice Teacher Education. Report Number 6 .
PUB DATE- Oct 90
NOTE- 34p.; Produced by Guidance and Counseling Services. For report number 5, see EC 300 851.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Content; Curriculum Development; *Disabilities; *Educational Needs; Educational Practices; Educational Principles; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; *Mainstreaming; *Preservice Teacher Education; School Demography; *Special Needs Students; Teacher Education; *Teacher Qualifications; Undergraduate Study
IDENTIFIERS- *Australia (Queensland)

This report presents the results of a recent survey of teacher preparation courses in Queensland, Australia, an analysis of the literature on course content, and recommendations. Recommendations address course content, the nature of practical training experiences, the need for institutions of higher education to reconceptualize teacher preparation courses to meet changes in the school population, and the length of teacher preparation programs. Among conclusions of the survey are that, currently, 3-year teacher preparation courses provide a general orientation to school and child development and place heavy reliance on field experiences but provide relatively little information about pedagogical responses to learners with environment, provision of information, transportation, reasons for non-participation, dropouts as an independent variable, fairness, equity, and student demographic characteristics. Five kinds of overall concerns are identified: pupil benefit, parent involvement (and convenience), teacher/administrator job projection, change, and teacher workload. Appended are an agenda and issue list. Includes 22 references. (DB)

ED 341 198 EC 300 871

Rutherford, Robert B., Jr., Ed.; And Others
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Volume 14.
PUB DATE- 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Aggression; *Behavior Disorders; Black Youth; Definitions; Elementary Secondary Education; *Emotional Disturbances; Ethical Instruction; *Interpersonal Competence; *Intervention; *Mainstreaming; Program Development; Regular and Special Education Relationship; Social Adjustment; Social Behavior; Social Integration; Special Education; Student Placement

This volume presents 11 selected papers from the 14th annual conference of Teacher Educators for Children with Behavioral Disorders, held in Tempe, Arizona in November 1990. The keynote paper, by James M. Kauffman, is titled "Purposeful Ambiguity: Its Value in Defining Emotional or Behavioral Disorders." The next five papers address programming for students with emotional or behavioral disorders. They are: "REI: What the Regular Educators Are Saying" (Jane F. Carter); "Strategies for Integrating Students with Behavioral Disorders into General Education" (Robert A. Gable et al.); "Learning Time in Special Education Placement Alternatives" (H. Lyndall Rich); "Aggressive Children: A School-Based Kindergarten Program" (Carolyn Lennox et al.); "Tourette Students in the Classroom: Overcoming Educational Obstacles" (Donnajean Mandler-Provin and Robert N. Jones). The remaining five papers address social skills and social competence. Titles and authors are: "Social Competency, Mainstreaming, and Children with Serious Behavioral Disorders" (Nancy B. Meadows); "Identification of Critical Social Skills and Social Competence for Children with Behavioral Disorders" (Kristine J. Melloy); "The Social Ecology of Adolescents Receiving Special Education Services: School and Interpersonal Contexts" (Edison J. Tricket et al.); "Understanding and Defusing the Streetcorner Behaviors of Urban Black Socially Maladjusted Youth" (Thomas McIntyre); and "Ethics Instruction: A Model for Advancing Social Competence of Youth with Emotional and Learning Problems" (Pamela F. Miller and Sidney R. Miller). References accompany each paper. (DB)

ED 341 199 EC 300 872

Jonietz, Patricia L.
Developing Advocacy for Special Needs in an International Community.
PUB DATE- Oct 91
NOTE- 24p.; Paper presented at the International Conference of the Division of Career Development of CEC (6th, Kansas City, MO, October 9-12, 1991).
LANGUAGE- English

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; *Bilingualism; Bilingual Students; *Deafness; Elementary Secondary Education; *Interrater Reliability; Language Dominance; Manual Communication; *Observation; *Sign Language; Teaching Experience
IDENTIFIERS- Disabled Teachers; Pidgin Signed English

In order to better evaluate bilingualism in deaf children, this study examined whether observers (N=37) from different backgrounds would agree on deaf children's use of either American Sign Language (ASL) or English signing. Observers represented a range of background experience in a variety of schools and programs; 6 were deaf; 31 were hearing; 10 identified themselves as primarily ASL signers; and 27 as primarily Pidgin Sign English users. Observers viewed a videotape and decided whether the child signer was using ASL or English signing. Judgments were compared to those of a panel of sign language specialists. General results indicated no significant differences among observers at different levels of experience nor between deaf and hearing observers. However, the average score of deaf observers was significantly higher than that of hearing observers in identifying one child using ASL. Observers made their judgments predominantly on the basis of language use rather than structure or content. Results suggest that professionals working with deaf children cannot reliably distinguish between ASL and English signing and that years of experience with the deaf or being deaf oneself was of minimal assistance. Continued study of differences and similarities in ASL and English signing is recommended. Includes 29 references. (DB)

ED 341 217 EC 300 892

Johnson, Barbara Ann; Paterson, Marietta M.
Unique Auditory Language-Learning Needs of Hearing-Impaired Children: Implications for Intervention.
PUB DATE- Nov 91
NOTE- 18p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Auditory Training; Communication Disorders; *Hearing Impairments; *Hearing Therapy; *Listening; Listening Skills; Outcomes of Treatment; *Partial Hearing; *Speech Therapy; Young Adults

Twenty-seven hearing-impaired young adults with hearing potentially usable for language comprehension and a history of speech language therapy participated in this study of training in using residual hearing for the purpose of learning spoken language. Evaluation of their recalled therapy experiences indicated that listening to spoken language did not emerge as a memorable speech therapy activity for 81 percent of the subjects. This may indicate that essential listening practice was either neglected or minimized during speech language therapy. Subjects demonstrated poor listening skills (70 percent scored at chance or below on the listening task), and two-thirds reported negative feelings toward listening practice and thought that listening training would not be expected in a speech language therapy program. Study recommendations stress the need to identify clients with potentially usable aided audition and maximize their listening capabilities through

Language and Work among Immigrants: Endogeneity in the Australian Experience.
PUB DATE- Feb 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *Economic Status; English (Second Language); Foreign Countries; *Immigrants; *Income; *Labor Market; *Language Dominance; *Language Fluency; Statistical Analysis
IDENTIFIERS- *Australia

The determinants of dominant language fluency among immigrants and the labor market impact of this fluency are examined. The model is generally applicable, but the empirical tests are performed for adult foreign-born men in Australia (1981 and 1986 Australian censuses). The findings indicate that fluency responds to incentives, including economic incentives, and both the individual's exposure to and efficiency in acquiring dominant language skills. The analysis also shows that fluency enhances labor market earnings. Among immigrants from non-English speaking countries, those fluent in English had more than 9 percent higher earnings in 1986. Fluency is also shown to enhance the returns of other skills, including schooling and labor market experience. Two appendices present an analysis of the 1981 Australian census of population and housing, and descriptive statistics concerning adult foreign-born men. Contains 17 references. (LB)

ED 341 235 FL 019 885

Cohen, Andrew D.
The Role of Instructions in Testing Summarizing Ability.
PUB DATE- Oct 90
NOTE- 30p.; Paper presented at the Annual Language Testing Research Colloquium (12th, San Francisco, CA, March 3-5, 1990). For an earlier report of this study, see ED 308 691.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; *Guidelines; Higher Education; *Language Proficiency; Language Research; *Language Tests; *Reading Comprehension; *Second Language Learning; Test Results; Translation; Writing Skills
IDENTIFIERS- Israel; *Summarization

The effects of specific guidelines in the taking and rating of tests of language summarizing ability were investigated, as well as interrater agreement regarding the rating of specific ideas within the summaries. The tests involved respondents reading source texts and providing written summaries as a measure of their reading comprehension and writing abilities. The subjects of the study were 63 native-Hebrew-speaking students from the Seminar Hakibbutzim Teacher Training College in Tel Aviv. Twenty-six subjects were from two high-proficiency English-foreign-language (EFL) classes and 37 were from 2 intermediate EFL classes. Five texts were used in the study: two texts in Hebrew and three in English. Two sets of instructions were developed: one "guided" version with specific instructions on how to read the texts and how to write the summaries, and the other with the typical "minimal" instructions. Scoring keys for the texts were based on the summaries of nine Hebrew-speaking and nine English-speaking

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- English (Second Language); Foreign Countries; Higher Education; *Inservice Teacher Education; *Language Skills; *Language Teachers; Preservice Teacher Education; *Second Language Learning; *Teacher Educators; Vocabulary
IDENTIFIERS- Argentina; Finland; Great Britain

Three 1991 issues of a British journal for modern language teacher trainers are provided. Articles include the following: "Perspectives on the In-service Training Needs of Non-native Speaking Teachers of English to Youth Learners" (Jennifer Jarvis); "Royal Society of Arts Certificate Trainees Speak Out" (Mario Rinvolucri); "Medical Education as Abuse" (John Collier); "Getting Mileage Out of Delayed Feedback" (Ray Parker); "The Pre-service/Initial Education of Teachers in Finland" (Aarno Ronko and others); "Preparing Second Language Teachers for the 21st Century" (F. Gomes de Matos); "Language and Gender in the EFL Classroom" (Jenny Pugsley); "The Changing Faces of Materials Production on the Diploma in Teaching Studies" (Dee Uprichard); "An Entrance Test for a One Month Intensive Pre-service TESOL Training Course" (Seth Lindstromberg); "Nominal Group Technique" (Les Embleton); "Peer Teaching, the Argentine Method" (Donard Britten); "In-service Observation: Reasons and Roles" (Bill Johnston); "Foreign Language Vocabularly Learning and the Pace of Instruction" ((Peter Preece); "Thoughts after NELLE" (Patrick Philpott); "A Jazz Chant for Use in a Teacher Training Session" (Greg Acker); "Letter to a Trainee from an Ex-stammerer" (Mario Rinvolucri); "More Hurdles: Becoming a Teacher Trainer" (Ruth Wajnryb); "Training Teachers of Business English" (Bill Reed); "Towards Reflective Teaching" (Jack Richards); "The Case for No 'T.P. Points' on RSA/UCLES Certificate Courses" (Barbara Garside); "The Use of Self-Evaluation in Teacher Training" (Kari Smith); "When Should I Correct? The Use of Algorithms in Teacher Training" (Mike Randall); "The Cost of Failure" (Kate Pearce); "The Management of Change"; (Tom Hutchinson); "The Communicative Teaching of Vocabulary; Presenting New Items" (Linda Taylor); "Exorcism as a Tool in Teacher Training: The 'Observed Lesson'" (Martin Parrott); and "The Supermarket: A Frame for Short, Intensive, In-Service Training Courses?" (Byran Robinson). (LB)

ED 341 257 FL 020 015

Becker, Jim
A Primer for Accompanying Secondary Student Groups to France. Revised .
PUB DATE- 91
NOTE- 76p.; Booklet originally written in 1979. Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Field Trips; Foreign Countries; Guidelines; *Leaders Guides; Orientation Materials; *Study Abroad; Tourism; *Travel
IDENTIFIERS- *France

Many of the factors that can help ensure a successful and positive learning experience for teachers, leaders, chaperons, and students who travel and/or study in France are addressed in this publication. Although it is geared toward France, many of the ideas, especially the section on pre-departure orientation, piece of communication in business is greatly determined by the mode of communication (e.g., telex, fax machine), and that the rapid emergence of new media for communication affects the researcher's ability to investigate the properties of one before another enters the market. Contains 19 references. (LB)

ED 341 277 FL 020 047

Dufva, Hannele
Innocents Abroad: The Politics of Cross-Cultural Communication.
PUB DATE- 91
NOTE- 18p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Images; Finnish; Foreign Countries; Idioms; *Intercultural Communication; *International Communication; Interpreters; Language Skills; *Language Usage; Nonverbal Communication; *Pronunciation; Social Behavior; *Sociolinguistics; Stereotypes; Translation; Uncommonly Taught Languages
IDENTIFIERS- *Conversation; *Finland

Some failure types that occur in cross-cultural interactions are described, mainly from the point of view of Finns and Finland and from primarily anecdotal and "folk theoretical" data. Material from such sources as newspapers, joke collections, proverbs, and student experiences are used as the basis of the discussion. Non-grammatical errors, or the errors concerned with the breakdown of conversational rules or nonverbal behavior, are seen to compromise a speaker more than grammatical or lexical errors. Anecdotal evidence is presented to illustrate difficulties in cross-cultural communication resulting from negative attitudes and unfavorable stereotypes, although it is suggested that stereotyping is not inherently negative because it helps organize bits of information and attitudes of all kinds that are embedded in every situation. The complexities of interpretation are noted, as are non-native pronunciation difficulties when the speaker inadvertently uses a taboo expression (e.g., "impotent" rather than "important"). Similarly, problems related to interlingual taboo words in advertising or trade names are discussed. Other classes of language errors are considered, including clumsy translations, odd spellings of a foreign language, discourse problems such as temporal patterns of communication, nonverbal problems such as those dealing with proximity, and social errors related to eating, drinking, and sanitation. Contains 24 references. (LB)

ED 341 278 FL 020 048

Leppanen, Sirpa
Linguistics and the Transnationalisation of Literature.
PUB DATE- 91
NOTE- 7p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; Cultural Awareness; Finnish; Foreign Countries; *Global Approach; *Intercultural Communication; *International Communication; Language Research; *Literary Criticism; *Nationalism; Uncommonly Taught Languages

diagnose and repair manual transmissions, transaxles, and transfer cases; (11) diagnose and repair automatic transmission transaxles; (12) diagnose and repair ignition systems; (13) diagnose and repair auxiliary electrical/electronic safety, convenience, and comfort systems; (14) diagnose and repair fuel systems; (15) diagnose and repair engine management and emission control systems; (16) diagnose and repair heating ventilation and air conditioning systems; and (17) diagnose and repair occupant restraint systems. A competency analysis profile chart is attached. (NLA)

ED 340 829 CE 059 026

Motorcycle Mechanic. Apprenticeship Training Standards = Mecanicien de motocyclette. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 188p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; *Auto Mechanics; Behavioral Objectives; Certification; Competency Based Education; *Engines; Equipment Maintenance; Foreign Countries; Hydraulics; Job Performance; Job Skills; Job Training; *Machine Repairers; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards
IDENTIFIERS- *Motorcycles; Ontario

These training standards for motorcycle mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Twenty-three training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) demonstrate safe working practices and techniques; (2) apply general work practices and procedures; (3) perform preliminary diagnosis; (4) service, diagnose and repair 2 stroke engine (mechanical); (5) service, diagnose and repair 4 stroke engine (mechanical); (6) service, diagnose and repair fuel carburetion system; (7) service, diagnose and repair fuel injection system; (8) service, diagnose and repair cooling system; (9) service, diagnose and repair exhaust system; (10) service, diagnose and repair drive line; (11) service, diagnose and repair steering system; (12) service, diagnose and repair front suspension; (13) service, diagnose and repair rear suspension; (14) service, diagnose and repair mechanical braking system; (15) service, diagnose and repair hydraulic braking system; (16) service, diagnose and repair tires and wheels; (17) service, diagnose and repair charging system; (18) service, diagnose and page TQM resource bibliography listing over 400 texts, videos/films, magazines/newsletters, and bibliographies. Texts are categorized as follows: major TQM theorists; tools for planning, implementing, and continuously improving with TQM; participative management and employee involvement; statistical process control, reliability, and design of experiments; manufacturing applications; service applications; military/federal government/standards; educational applications; motivational texts for supporting the need for TQM; managerial leadership in a total quality environment; case studies of companies using TQM; and general texts on organizational change.) (YLB)

ED 340 847 CE 059 898

Redding, Richard E.
A Standard Procedure for Conducting Cognitive Task Analysis.
PUB DATE- Jan 92
NOTE- 21p.; For related documents, see CE 059 900-901.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Data Analysis; Data Collection; Guidelines; Instructional Development; Instructional Systems; Job Performance; *Job Skills; Job Training; Models; Planning; Postsecondary Education; Program Development; Systems Approach; *Task Analysis; *Thinking Skills
IDENTIFIERS- *Instructional Systems Development

Traditional methods for task analysis have been largely based on the Instructional Systems Development (ISD) model, which is widely used throughout industry and the military. The first part of this document gives an overview of cognitive task analysis, which is conducted within the first phase of ISD. The following steps of cognitive task analysis are outlined: (1) identification of key job tasks and training issues; (2) visual representation of the knowledge structure; (3) description of cognitive processes underlying performance; (4) identification of differences between experts and less-experienced personnel; and (5) implications of results for the design phase. Following this overview, the paper presents, in outline form, guidelines that describe the procedures and deliverables for a cognitive task analysis. The deliverables (research proposal, interim report, and final report) are described, and the information contained in them is outlined. Guidelines for conducting a cognitive task analysis are presented in the following steps: establishing analytic goals, selecting subjects, selecting data collection methods, analyzing data, validating results, communicating and interpreting results, and formulating training recommendations. Attachments include two figures that provide examples of network scaling and an example of an expert mental model. (YLB)

ED 340 848 CE 059 900

Redding, Richard E.; And Others
Cognitive Task Analysis of En Route Air Traffic Control: Model Extension and Validation.
PUB DATE- Jan 92
NOTE- 352p.; For related documents, see CE 059 898 and CE 059 901.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Air Traffic Control; Air Transportation; Aviation

this document lists the skills and knowledge required of employees in food and beverage occupations. It also identifies the industry standards (performance objectives) and the steps that are required to accomplish the tasks to meet the industry standard (performance guide). Each skill is ranked as entry, retention, or advanced level, and necessary tools and equipment, prerequisite knowledge, teaching strategies, and resources are listed for each. The skills are grouped into the following 22 categories: (1) service duties; (2) safety, security, and sanitation functions; (3) arrangement duties; (4) administrative duties; (5) training and supervising; (6) sales and inventory; (7) breads, yeast dough products, and breakfast batters; (8) cakes; (9) pastries; (10) fruit desserts; (11) specialty desserts; (12) confections; (13) salads and cold items; (14) fruits, vegetables, and starches; (15) sandwiches; (16) soups and sauces; (17) breakfast items; (18) entrees; (19) miscellaneous food and beverages; (20) organizing facilities services; (21) using basic food service procedures; and (22) cash register duties. Suggested resources include 12 books, 4 periodicals, 7 miscellaneous items, 4 videotapes, and 31 films and filmstrips. (KC)

ED 340 865 CE 059 954

Report of the Technical Committee for Marketing.
PUB DATE- 88
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Distributive Education; Human Relations; Interpersonal Relationship; Job Performance; *Job Skills; *Marketing; Merchandising; Postsecondary Education; Salesmanship; Secondary Education; Task Analysis

This committee report identifies the skills and knowledge required by employees in the marketing occupational area. It also provides performance objectives from which competencies and instructional objectives may be developed. Introductory materials include a list of committee members, statement of the marketing committee, information on marketing as a profession, background for the report, a list of the fundamental employment skills and attributes for marketing occupations, and task inventory with rankings. The tasks are grouped into 13 duties: cash register/terminal operations; selling merchandise; performing clerical duties; displaying merchandise; performing receiving functions; performing stockkeeping functions; performing merchandising/maintenance activities; communicating information; performing sales promotion activities; applying human relations skills; managing store functions/physical plant; managing store functions/operations; and managing store functions/people. Each duty is divided into 2 to 16 tasks. Each task is presented on a separate page that provides a performance objective (which identifies the industry standard), performance guide (which lists the steps required to accomplish the task to meet the industry standard), and a list of tools and equipment. A complete equipment list is appended. (YLB)

ED 340 866 CE 059 958

Sharman, Ron
Asbestos Training Curriculum Project. Draft Copy.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of

(150)
DESCRIPTORS- Adult Students; *College Credits; *College Programs; *Degree Requirements; Educational Attitudes; Educational History; Educational Needs; *Equivalency Tests; Futures (of Society); Higher Education; *Nontraditional Students; *Prior Learning; Program Attitudes
IDENTIFIERS- ACT Proficiency Examination Program; College Level Examination Program

In the 1960s, credit-by-examination was promoted as a way to broaden access to college. In 1971, Ewald Nyquist, Commissioner of Education in the Regents system of New York, proposed that the Educational Testing Service offer a degree based entirely on performance on examinations. Although a few institutions theoretically offer such degrees, in practice very few students would ever find sufficient course coverage to meet the requirements for their intended degree by taking and passing examinations. The promising prospects for credit-by-examination in the 1960s proved difficult to realize. The College Level Examination Program, the largest program, showed declining annual "enrollment" from 1975 to 1990. Other test services also showed declines in numbers of persons taking tests for college credit after a surge in military personnel took the tests in the 1970s following the Vietnam War. Only American College Testing's Proficiency Examination Program, which focused on registered nurses who needed bachelor's degrees, showed increased numbers of test-takers. This program may foreshadow the future uses of credit by examination, which may target the increasingly diverse educational needs of students returning for further education. The testing programs will need to examine ways to help students prepare for the examinations in conjunction with colleges. (KC)

ED 340 884 CE 060 031

Berkay, Paul James
A Comparison of the Performance Errors of Deaf and Hearing Students in a Mainstreamed Adult Education Word Processing Course.
PUB DATE- Nov 91
NOTE- 144p.; M.S. Thesis, California State University. A paper based on this document was prepared at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; *Adult Students; Comparative Analysis; *Deafness; Educational Research; Job Performance; *Job Skills; *Mainstreaming; Office Occupations Education; *Performance; Statistical Analysis; *Word Processing

A study was conducted to determine whether deaf and hearing students generated different quantities of errors on word processing documents in a mainstreamed class. It also examined whether these students measured up to job-ready work quality standards. A literature review focused on the following topics: (1) needs assessment for deaf adult education; (2) methods and modes of classroom communication; (3) program and instructional models for postsecondary education of deaf adults; (4) support services; (5) effects of mainstreaming on deaf and hearing students; (6) comparison of mainstreamed and nonmainstreamed environments; and (7) issues related to typing and word processing. Subjects of the study were newly enrolled adult

Colleges; Computer Assisted Instruction; Course Descriptions; *Curriculum Development; *Dislocated Workers; Educational Cooperation; Faculty Recruitment; *Fashion Industry; Postsecondary Education; Program Development; Program Implementation; *School Business Relationship; *Sewing Instruction; Sewing Machine Operators; Student Recruitment; *Technological Advancement; Underemployment
IDENTIFIERS- El Paso Community College TX

A project developed rapid response, advanced technology courses that met the apparel market labor needs of the El Paso (Texas) community. Courses were designed for four options: computerized marker making and pattern grading, computerized front office systems, high technology machinery operation, and high technology machinery mechanics. The project provided training in basic skills and high technology applications to 160 dislocated and underemployed workers. An admissions/assessment/advisement specialist provided group and individual counseling, both personal and academic. Self-empowerment workshops were aimed at improving student self-esteem, motivation, and confidence. The specialist's most important role was as liaison between students and supportive agencies. The project established a computerized apparel industry job placement clearinghouse capable of matching participant skills with both long-term and short-term job openings. Implementing activities included computer-aided instruction, faculty recruitment, advisory committee participation, student recruitment, and technology infusion. (The nine-page report is followed by these appendixes: list of industry representatives; outlines for six courses--computerized apparel front office systems, programmable double needle sewing machines, programmable specialty sewing machines, programmable single needle sewing machines, computerized apparel marker making and pattern grading, and advanced industrial sewing machine technician; project forms; and correspondence.) (YLB)

ED 340 902 CE 060 081

Hofstrand, Richard K.; Bedwell, Robin E.
GENTEC--Phase II: A Curriculum and Instructional Materials on Topics of Generic Technology. Volume I: Final Report. Volume II: Instructional Modules.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 88
NOTE- 262p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; Curriculum Development; Employment Potential; Evaluative Thinking; High Schools; Independent Study; Individualized Instruction; Instructional Materials; *Job Skills; Job Training; Learning Activities; *Learning Modules; Material Development; Postsecondary Education; *Problem Solving; *Productivity; Self Evaluation (Individuals); Teaching Guides; *Teamwork; Technical Education; Work Attitudes
IDENTIFIERS- *Generic Technical Competencies

These volumes describe and contain products of Project GENTEC, which identified and defined 29 generic technical (GENTEC) competencies. (A GENTEC competency is an idea or structure of ideas that contributes to the production and/or distribution of describes a number of the more noteworthy trends: a gradual increase in the proportion of females over the 6-year period; a longer length of stay in Title IIA programs; proportionally more Title IIA youth under age 19; and fewer high school graduates entering Title IIA programs. Part 2 contains tables 1-83 and covers Title IIA terminees. Part 3 contains tables 84-107 and relates to terminees from Title III. The tables provide distributions of terminees by selected characteristics and selected descriptors of the program and status at termination (outcomes). The selected characteristics are primarily demographic (age, race, sex, education) but also include selected measures of economic needs. The program outcome characteristics are program activity, length of stay in JTPA, rates of placement in jobs, and wage at placement. Data are provided for various sets of major subgroups. (YLB)

ED 340 921 CE 060 126

Functional Literacy in Eastern and Western Europe. A UIE-UNESCO/EC/OECD-CERI Seminar (Hamburg, Germany, November 20-22, 1990).
PUB DATE- Nov 90
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; Developed Nations; Educational Research; Foreign Countries; *Functional Literacy; Illiteracy; Industrialization; *International Cooperation; Literacy Education; *Research Needs; Research Projects; Seminars
IDENTIFIERS- Australia; Austria; Bulgaria; Canada; Czechoslovakia; France; Germany; Greece; Hungary; Netherlands; Poland; Rumania; Spain; Sweden; Switzerland; United Kingdom; United States; USSR

This report describes presentations and discussions at a seminar to bring together research initiatives in the area of functional literacy and to explore appropriate ways of developing policy-driven research in all countries. Opening remarks by representatives of the European Community, the Organization for Economic Cooperation and Development, and Unesco are summarized. They explain organizational objectives and programs regarding functional literacy. Issues raised in discussions of appropriate strategies for the assessment of adult illiteracy and analysis of the factors and dimensions of adult illiteracy are listed. Outlines depict the situation of different countries in research on the subject of functional literacy. Each outline has these topics: why research is necessary, available data, and future projects. Outlines for these countries are included: Australia, Austria, Bulgaria, Canada, Czechoslovakia, France, Germany, Greece, Hungary, Netherlands, Poland, Romania, Spain, Sweden, Switzerland, United Kingdom, United States, and Soviet Union. Seminar conclusions are discussed, and the state of progress of five projects is reported for Czechoslovakia, Germany, Poland, Romania, and Soviet Union. (Appendixes, amounting to almost three-fourths of the report, include a list of participants; program; the Canadian report on assessment strategy, "Direct versus Proxy Measures of Adult Functional Literacy" by David Neice et al.; and the Unesco Institute for Education report on the analysis of the factors and dimensions of adult literacy, "Illiteracy: From the Myth to the Reconstruction of the Facts" by Jean-Paul Hautecoeur.) (YLB)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Disabilities; *Driver Education; Driving While Intoxicated; Equipment Maintenance; High Schools; Instructional Materials; Insurance; Moderate Mental Retardation; *Motor Vehicles; Orientation; *Safety Education
IDENTIFIERS- *Automobiles; Idaho; *Motorcycles

This driver education instructional safety guide is organized in three sections: Driver Education; Motorcycle Education; and Driver Education for the Handicapped. The driver education section contains 10 units dealing with the following topics: parent orientation; student orientation; basic control skills; driver performance; driving regulations; urban driving; country and highway driving; environmental factors; factors influencing operator's performance; and owner responsibility. The eight units on motorcycle education provide instruction in: student orientation; knowing the motorcycle; preparing to ride; motorcycle handling and performance characteristics; defensive strategies for safe driving; off-road riding; maintenance and insurance; and on-bike practice exercises. A list of motorcycle films is provided. Seven topics covered in the section on driver education for the handicapped are as follows: program objective; handicapped students; physically impaired; hearing impaired; mentally retarded students; suggested activities; and references and audiovisual materials. Each unit contains the following information: unit name, concept, performance objective, and grade level; and uses a three-column format to present guidelines for instructional programming, instructor performance, and student performance outcomes. An appendix contains the Idaho Driver Education Standardized Driving Skills Guide, skid information, tips on winter driving and vehicle emergencies; a sample motorcycle parent permission slip; information on motorcycle parts, and diagrams of four kinds of motorcycle practice exercises. The driving skills guide contains the following sections: pre- and post-driving; driving; intersections and right and left turns; country driving; turnabouts; city driving and lane change; parking; highway driving and passing; and freeway driving. (NLA)

ED 340 940 CE 060 202

A Participant's Handbook for a Train-the-Trainer Program.
PUB DATE- 91
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Class Activities; Course Objectives; Educational Media; Educational Objectives; Inservice Teacher Education; Instructional Materials; *Labor Education; Needs Assessment; Program Evaluation; Questioning Techniques; Reference Materials; Team Teaching; *Trainers; *Training Methods; *Unions

This handbook for a week-long Train-the-Trainer Program is intended to provide union members with the skills to teach labor education classes. After incorporating the principles, program participants should be able to do the following: tap into the student experiences; develop teacher student communication; appreciate good industrial design; and use a similarity (identification with the abused child); empathic concern; belief in a just-world; and locus of control. A path analysis suggested that all five variables act as mediators. Individuals who endorsed having experienced physically abusive childhoods were more likely to agree with self-deprecative statements. Increased self-derogation predicted victim blame. It appears that repeatedly learning that one was a "bad" or "naughty" child may lead to a view of others as likewise. Adult survivors of abuse were more likely to identify with, or view themselves as similar to abused children. This study also demonstrated that individuals who had experienced abusive parenting scored lower on general empathic concern, which predicted higher levels of child victim blame. Results also suggested that lower levels of just-world beliefs, and greater external locus of control predict increases in child victim blame. (ABL)

ED 340 959 CG 023 914

Harris, Bonnie J.
Social Support in Relation to Spousal Role Sharing in Dual-Worker Families.
PUB DATE- Dec 87
NOTE- 121p.; M.A. Paper, University of Minnesota.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Dual Career Family; *Employed Parents; *Family Life; Marriage; Role Conflict; Sex Differences; *Social Support Groups; *Spouses

The roles of men and women in society are changing as a result of an increasing number of women entering the labor force. The dual-employed pattern has become the norm in this society and projections indicate that it will continue to increase in proportion to other lifestyles. This study investigated the relationship between social support networks and dual-worker families. Subjects (N=38) represented 19 married couples who had at least one child living with them, and both husband and wife held full-time jobs outside their home. Men and women were approximately the same age, ranging from 28 to 60 years, with an average age of 40 years. The subjects were drawn from a potential vocational population which included administrators, educators, office staff, warehouse workers, and custodial staff, plus the spouse of each. Educational level, annual family and personal incomes, and hours per week and weeks per year of employment were examined. The primary hypotheses in the study focused on the assumption that greater availability of social support would yield greater satisfaction with spousal role sharing. The results for the men fell in the predicted direction, though not at a significant level. For wives and couples the direction of the findings relating social support and spousal role sharing was opposite to that which was hypothesized. Though the results did not reach statistically significant levels, the direction indicated that the greater the availability of social support, the less satisfaction with spousal role sharing. Wives in the dual-worker families experienced greater availability of social support than did husbands. (ABL)

ED 340 960 CG 023 915

Rahdert, Elizabeth R., Ed.
The Adolescent Assessment/Referral System Manual.

males, infusing them with greater control over the interpersonal process. Interventions aimed at decreasing females' inhibitions about possessing condoms, and/or increasing their influence in the sexual situation will increase the frequency that condoms are used during sexual intercourse. (LLL)

ED 340 978 CG 023 933

Regulations and Guidelines for K-12 Guidance Programs.
PUB DATE- Mar 90
NOTE- 22p.; Uneven print density may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Achievement; *Career Planning; Decision Making; *Elementary Secondary Education; Problem Solving; School Counseling; *School Guidance; Self Esteem; *Social Development; *State Standards
IDENTIFIERS- *Delaware

This document presents the regulations for school guidance programs for use with students in kindergarten through grade 12 in the state of Delaware. Included with the regulations are a set of guidelines intended to be a model to assist local districts in implementing the regulations. A philosophy statement notes that the counseling and guidance services and programs are based on the assumptions that each student is a unique individual capable of achieving self-sufficiency in problem solving and decision making; that each student has a right to a nurturing environment which provides an opportunity for personal/social development within the school community; and that each student has the potential to develop a sense of self-worth through the enhancement of self-esteem. The K-12 guidance and counseling program is described as developmental, preventive, and remedial, and as revolving around the domains of Personal/Social Development, Academic Development, and Career/Life Planning. Following a description of the regulations, guidelines are offered for implementing regulations in the three domains at the elementary, middle school/junior high school, and high school levels. The document concludes with a set of suggested procedures for coordination of services between the school and community and a set of suggested procedures for information services. (NB)

ED 340 979 CG 023 934

Nebraska School Counseling Program Guide for Planning and Program Improvement.
PUB DATE- Jun 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Elementary Secondary Education; *Program Guides; *School Counseling; *State Standards
IDENTIFIERS- *Nebraska

The purpose of this school counseling program guide for use with students in elementary and secondary schools in Nebraska is to help districts within the state deal with problems and develop, implement, and evaluate comprehensive and systematic programs. The first section of the document discusses the benefits of the school counseling program, defines the program, and lists the

the most popular weight loss method; (5) in the 14 days prior to the survey, 17.7% had not exercised "hard," with males being more likely than females to be frequent "hard" exercisers; (6) two-thirds had not participated in any community recreation activity in the previous 14 days; (7) more than half indicated that they do not take, or do not attend, physical education classes; and (8) the greatest percentage (33.7) watched television more than one hour but less than three hours per day. (ABL)

ED 340 998 CG 023 955

Newman, Ian M.
The School's Response to the HIV/AIDS Epidemic: One State's Data.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln.
PUB DATE- Jun 91
NOTE- 9p.; Paper presented to the International Conference on Health Education (14th, Helsinki, Finland, June 16-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Behavior Patterns; Health Education; Incidence; *Knowledge Level; *School Role; Secondary Education; *Secondary School Students; Sexuality; State Surveys; Trend Analysis
IDENTIFIERS- Nebraska

The diffusion and adoption of new knowledge is an important outcome of education. This study used the results of two annual cross sectional surveys in a largely rural state, Nebraska, one of school administrators and one of students. The purpose of the survey was to identify how widespread Human Immunodeficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS) education is and the degree to which students in grades 9-12 receive new information on HIV/AIDS and how this information affects their behavior. A total of 1,241 students were surveyed in 1989 and a total of 2,237 students were surveyed in 1990 using a different sample of schools. Principals in all Nebraska schools including grades 7-12 were surveyed by mail about the nature and extent of the HIV/AIDS education programs they offered. The results indicated: (1) an increased proportion of Nebraska schools offered some form of HIV/AIDS education at every grade level; (2) the proportion of young people who were aware of the added effort to help them learn about HIV/AIDS and who reported knowing where to go for additional information increased; (3) despite educational efforts, the percentage of students who answered incorrectly if a person can get HIV/AIDS infected by donating blood increased; (4) there was no evidence that sexual intercourse behaviors changed. These data show the value of carefully monitoring changes that are occurring as a result of educational responses to the HIV/AIDS epidemic. (ABL)

ED 340 999 CG 023 956

Waller, James E.
A Personal Relevance Approach to Teaching Theories and History of Psychology.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitudes; Behavior Patterns; Foreign Countries; *Homosexuality; Knowledge Level; *Males; *Prevention
IDENTIFIERS- South Africa

A research design was devised that allowed for the employment of a combination of qualitative and quantitative methods in the collection of data on a group of homosexual men's lay perceptions of Acquired Immune Deficiency Syndrome (AIDS), and those social processes at work in coping with the threat of this terminal disease. The research was carried out by means of the survey procedure as well as participant observation and in-depth and focus group interviews. A total of 1,114 usable questionnaires were returned. Results indicated that AIDS had a very definite impact on the respondents although its influence on their lives varied. Despite the fact that this group of respondents generally had a high level of knowledge of AIDS, some continued to participate in dangerous sexual practices. The reason why some of the men changed their risky sexual behavior and others did not could not be explained only in terms of the causal link that is generally assumed to exist between the provision of knowledge and behavioral change. The assumption that acquisition of knowledge has an immediate influence on the attitudes and behavior of people is thus challenged by the findings of this study. The results of the study reveal the complexity of the psychosocial processes involved in the individual's decision to take or not to take preventive action against AIDS. (Author/LLL)

ED 341 018 CS 010 764

Anders, Patricia L.
Collaborative Inquiry: Elements of Congruence and Dissonance.
PUB DATE- Apr 91
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; Criticism; Feminism; *Inservice Education; Intermediate Grades; *Interprofessional Relationship; Middle Schools; Reading Instruction; Reading Research; Research Needs; *Sex Role; *Staff Development
IDENTIFIERS- Arizona (Tucson); *Collaborative Inquiry; *Feminist Criticism; School Culture

Focusing on the staff development process, a study examined the use of research in teaching reading comprehension by six teachers at two Tucson, Arizona middle schools. The schools employed both individual and group staff development, but while one school was considered to have a positive school culture, the other school was predicted to have a difficult group of teachers to work with. Findings suggest that faculty social norms have a major influence on the success of constructivist, potentially collaborative staff development. Examination of staff development conversations revealed five levels of discourse: (1) sharing (a teacher's description of a recalled practice); (2) show and tell (explanation of a practice that a teacher applied since the last meeting); (3) lecture 1 (a depersonalized presentation of a practice that emanated from subject other than whole language mentioned. Findings suggest that proponents of whole language have chosen to ignore, or were ignorant of, approaches and activities popular before 1970 that were compatible with their philosophy. (A 22-item bibliography is attached.) (RS)

ED 341 036 CS 010 812

Risko, Victoria J.; And Others
Preparing Preservice Teachers for Remedial Instruction: Teaching Problem Solving and Use of Content and Pedagogical Knowledge.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Discourse Analysis; Educational Innovation; Educational Technology; Elementary Secondary Education; Higher Education; Information Sources; *Instructional Effectiveness; *Preservice Teacher Education; Remedial Reading; *Videodisks
IDENTIFIERS- Communication Patterns

One of a series examining the instructional effectiveness of a videodisc-based case methodology, this study analyzed communication patterns among preservice teachers during implementation of a videodisc-based case methodology for preservice remedial reading instruction. Subjects, 12 students in an undergraduate remedial reading and practicum course, used 3 cases recorded on videodisc to explore authentic classroom and Chapter 1 situations. Hypercard technology was developed also to enhance the effectiveness of the instruction by encouraging access to multiple sources of information. Daily field notes taken during 14 class meetings were transcribed for use in a microanalysis of patterns of classroom discourse and to generate descriptions of opportunities for learning that occurred between the instructor and students. Four patterns emerged from the analysis of the discourse data: (1) the method produces active engagement and generative learning of students; (2) mediated learning has multiple textures; (3) rich contexts invite indepth analyses of information and higher-order thinking; and (4) sequenced instruction is replaced by learning that is situated in rich, complex contexts. Findings suggest that the design for using video-based cases to present authentic classroom problems can have powerful effects on preservice teachers' learning. (A list of 21 references is attached.) (RS)

ED 341 037 CS 010 813

Nelson, Joan
SALT and Spelling Achievement.
PUB DATE- Oct 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; *Instructional Effectiveness; Intermediate

(the student newspaper involved in the "Hazelwood" decision) as part of the curriculum might afford teacher-advisers a more substantial and reasonable First Amendment claim. (One-hundred eighty-two notes are included.) (Author/RS)

ED 341 057 CS 213 134

Robbins, Mary E.; And Others
Transforming Teaching and Learning through Collaboration.
PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Critical Thinking; Educational Research; Higher Education; *Instructional Innovation; *Journal Writing; *Models; *Portfolios (Background Materials); Teacher Attitudes; Teacher Education; *Teacher Educators
IDENTIFIERS- Reflective Teaching

A study examined how teacher educators' goals, objectives, and class procedures were affected by using portfolios to promote critical thinking about teaching and learning, and how these instructional decisions were mediated and negotiated by the socio-professional context. Six teacher educators implementing a pilot portfolio program recorded their reflections and responded to one another in a common journal (a "polylog"), in which each shared information and insights about instructional decisions, feelings, students' responses, and continued professional reading as the portfolios were being developed and evaluated. These transactions were analyzed collaboratively by the six researchers who used reflexive data analysis techniques and analytic induction to generate categories and other emerging patterns. The students' portfolios were analyzed by each professor for evidence of reflective growth and practice using the same methods. A model representing three concurrent, interrelated, and overlapping dimensions was developed: (1) instructional reflection and decision-making by each teacher (inquiring, futuring, acting, remembering); (2) collaborative, reciprocal links among the colleagues who are each involved in that process; and (3) spiraling, recursive cycles of increased risk-taking, both by the individual teachers and by groups. Findings suggest that the primary contribution of the model is its integration of collegial collaboration with a reflective teaching cycle, which is usually thought of as an individual decision-making process. (One figure representing the model is included, and 26 references are attached.) (RS)

ED 341 058 CS 213 138

Hart, Robert L.
An Investigation of the Effects of Collaborative Learning on the Writing Skills of Composition II Students at Gloucester County College: Applied Educational Research and Evaluation Seminar.
PUB DATE- Dec 91
NOTE- 47p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Research; *College English; College Freshmen; Conventional Instruction; *Cooperative Learning;

Anderson, Edward
Varieties of Relevant Approaches for Teaching African-American Literature in the 1990s.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Culture; *Black Literature; *Black Studies; *Course Content; *Cultural Influences; Higher Education; *Literature Appreciation; Racial Attitudes
IDENTIFIERS- *Black Writers

A teacher of Black American literature may be overwhelmed by the amount of material that should be covered. Black American literature has origins in African, European, American Indian, and Black American features. Students should be able to read works of Black American literature that show how other people feel. A complete course can give students the opportunity to gain a knowledge of Black culture and the roots of the Black American, instilling a sense of pride in Black students. As White students learn about the evils that their ancestors committed, they need to feel the teacher's care and respect for White students, and need to be able to discuss their feelings without fear of reprisals. Literature anthologies and thematic books should include Black American authors. Special training in Black American literature is a must for all English teachers today. Black American literature may be taught in a class that emphasizes such themes of human nature as myth, social protest, or ghetto life. It may be presented in genre classes such as Black American Fiction or Black American Drama. Black American literature may be presented in general genre classes along with non-Black American literature of the same genre. It may be presented according to historical period, major literary trend, and in introductory courses. Teachers may have the class engage in free discussions of the literature and the issues it raises. Teachers and students must refine their sensibility and open their minds to different ways of thinking. (Sixteen references are attached.) (SG)

ED 341 078 CS 213 170

Understanding Writing--Process, Skill and Product. Dissemination Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; Elementary Secondary Education; *Writing (Composition); Writing Assignments; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Ohio; Process Approach (Writing); Writing Contexts; Writing Development

This conference proceedings reflects the substance of the 3-day Conference on Written Communication, sponsored by the Ohio Department of Education and designed to provide professional growth opportunities for more than 350 school administrators, teachers, and university and state department personnel. The papers in the proceedings present a review of current theory and research and provide suggestions for practical application. Papers in the proceedings are: "Can Children Plan?" (Marlene

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Burnout; *Debate; *Graduate Students; Higher Education; Student Attrition; Student Development; Student Educational Objectives; *Student Experience; *Teaching Assistants
IDENTIFIERS- *Debate Coaches; *Debate Tournaments; Educational Issues

It is difficult to strike a balance between the demands placed on graduate students and those placed on graduate forensics assistants. The combination of duties as Graduate Forensics Assistants (GFAs)--baby sitters, confidants, teachers, travel agents, administrators, clerical workers, psychologists, proofreaders, authority figures, and finally, coaches--with those of graduate study devours so much time that many GFAs are burned out even before taking their first professional coaching position. Many excellent potential coaches are thus being lost because as graduate students these coaches were discouraged from becoming fulltime coaches as a result of the same conditions that drive experienced coaches out of the activity. GFAs should expect to spend large amounts of time helping students learn the skills necessary to compete, but not at the expense of his/her graduate studies. GFAs should have time to learn to be good classroom teachers and sound scholars. There are several ways to prevent the problem of GFA burnout: (1) shorten the competitive season; (2) make the tournament schedules more humane; (3) offer GFAs half-time appointments so that he/she could teach half-time; and (4) recognize and appreciate the amount of work put forth by the GFAs. The future of forensics is based upon the skills of today's GFAs, and the activity cannot survive if new coaches are not encouraged to remain active in the forensic community. (PRA)

ED 341 097 CS 507 704

Rowland, Robert C.
Spheres of Argument: Academic Debate as a Mirror of the Overlap between the Technical and Public Spheres.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; Higher Education; *Persuasive Discourse; *Public Policy; Public Speaking; *Rhetorical Criticism; *Scientific and Technical Information; Space Exploration
IDENTIFIERS- *Argumentation Theory

Few concepts in argumentation theory have produced as much discussion as the idea that argument practices can be divided into distinct public, technical, and private spheres. The first important question relating to the spheres concept is whether the distinction between the spheres is useful. The second primary issue concerns the degree to which technical reasoning has usurped the public sphere's power over decisions regarding technology. The third issue concerns how to solve the imbalance between public and technical decision making. Both require technical data and resolve issues by means of rhetorical processes. However, some issues can only be decided by experts, while others demand no expertise. It appears that the border

Restructuring; School Safety; *State School District Relationship
IDENTIFIERS- ERIC Digests

This compendium contains 40 ERIC Digests published by the ERIC Clearinghouse on Educational Management from 1988 to 1991. Listed alphabetically by title, the digests discuss a wide range of topics related to school management and administrative responsibilities, followed by 8 to 15 references. Topics covered include AIDS/HIV education; evaluation of students, personnel, and academic programs; school finance, accountability, and fiscal policy concerns; school safety and security issues; treatment of racism, sexual abuse, drug abuse, and drug-affected children; programs for at-risk youth and their families; and recruitment of minority teachers. Other topics are changing school demographics; team management, school-based management and school restructuring; policy analysis; strategic planning; teacher and administrator preparation; the state-school district relationship; the role of education; magnet schools; and parental involvement in the education process. Each of these Digests also appears separately in the ERIC database. (MLH)

ED 341 117 EA 023 498

Klass, Patricia Harrington; Michael, Noreen
The Job Satisfaction-Life Satisfaction Relationship for Educators: A Cross-Cultural Study.
PUB DATE- Oct 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Cross Cultural Studies; *Graduate Students; Higher Education; *Job Satisfaction; *Life Satisfaction

This study replicates a cross-cultural study by Steiner and Truxillo (1987) that tested completing hypotheses concerning the relationship between job and life satisfaction. It tested the generalization of the original study in two ways: it examined educators instead of managers and it compared those from Western and Eastern cultures rather than two Western cultures. The 59 subjects represented two distinct groups, 34 American (17 females, 17 males) and 25 Thai graduate students (13 females, 12 males). The short-form of the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) was selected to measure intrinsic and extrinsic job satisfaction; a scale developed by Hofstede (1980) measured work and nonwork values, and a scale developed by Burke, Weir, and DuWors (1979) measured life satisfaction. Factor analysis results failed to support the prior study's selection of items for intrinsic and extrinsic job satisfaction. Results of the multiple regression analysis support the spillover theory for the relationship between both intrinsic and extrinsic job satisfaction and life satisfaction (p .05) contrary to Steiner and Truxillo's findings. Implications are discussed. (Author/RR)

ED 341 118 EA 023 499

Sharp, William L.; Newman, Isadore
Relationships between Superintendents and Boards of Education: Year Two of a Longitudinal Study.

Planning; Elementary Secondary Education; Higher Education; *Leadership Qualities; Leadership Training
IDENTIFIERS- Action Plans

This training module, one of four designed to help train people in effective leadership, provides materials suitable for an all-day workshop, two half-days, or a series of shorter sessions. Six activities help to describe the practices and lessons of well-managed companies. These include: (1) Managing vs. Lending; (2) Characteristics of Exceptional Leaders; (3) What Business Are You Really In?; (4) Upside Down Organizational Structure; (5) Creating a Vision for Your School; and (6) Action Planning. The objective of the workshop is to distinguish between management and leadership, to identify characteristics of outstanding organizations, and to identify how current business literature applies to leadership. Reproduction of discussion aids and other support materials for overhead projection is suggested. This training module guides but does not dictate any particular method of presentation. (LAP)

ED 341 138 EA 023 612

Planning and Management of Educational Development: Report. Documents of the International Congress (Mexico City, Mexico, March 26-30, 1990).
PUB DATE- Mar 90
NOTE- 107p.; For a related document, see ED 331 767.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Administration; *Educational Development; *Educational Planning; Elementary Secondary Education; Higher Education
IDENTIFIERS- *UNESCO

A major purpose of the Congress was to take stock of developments in the planning and management of education since the International Conference of Educational Planning (Paris 1968). Another was to identify new approaches and trends in the field in light of decisions adopted during the World Conference on Education for All (Jomtien, Thailand, March 1990). The 402 participants considered these questions in plenary, in commission, at round-table meetings, and in a special working group. Major themes included: (1) the role of educational management and planning in achieving the Jomtien goals; (2) educational planning and the human dimension of development; (3) the development of educational administration and management systems; and (4) educational planning and management in a time of crisis. Roundtable reports centered on planning and management for excellence and efficiency in higher education; planning and management of nonformal education; the use of microcomputers in educational planning and management; educational planning and management in small states; evaluation and followup of educational policies, plans, and reforms; and educational facilities planning. The Congress recommended that UNESCO intensify and diversity its regional and international cooperative efforts in educational planning and management, strengthen its training and research activities, and seek innovative formulae to overcome financial straits affecting education. Appendices (annexes) contain the agenda, opening and closing addresses, and lists of documents and participants. (MLH)

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Early Intervention; Elementary Education; *High Risk Students; *School Restructuring; *Staff Development
IDENTIFIERS- *New Mexico

Educators and policymakers in New Mexico are aware that far too many at-risk children do poorly in school, drop out, or perform poorly even if they graduate. In July 1990, the Rockefeller Foundation provided funds for a pilot "New Mexico Academy for School Leaders." The academy brought together 34 elementary school principals, teachers, parents, educational assistants, and community members to bring about fundamental restructuring of schools to benefit children at risk. The University of New Mexico operated the academy for 4 weeks, with followup activities during the fall. The academy grew out of beliefs that: (1) schools are not responding effectively to many at-risk children; (2) participatory leadership activities that include the teachers, parents, and principal can enhance school effectiveness for at-risk kids; and (3) if schools are to make the changes necessary for improving the education of at-risk children, new approaches to staff development are required. The academy's formative evaluator presents observations and interpretations of the work that preceded the academy, the summer experience itself, and the followup activities through the end of 1990. The academy's curriculum outline is appended. (LAP)

ED 341 160 EA 023 657

Peterson, David; And Others
Superintendent Evaluation. Keys to School Boardmanship.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Evaluation; Administrator Qualifications; *Administrators; *Boards of Education; Continuing Education; Elementary Secondary Education; *Superintendents; *Workshops

In recognition of the critical nature of the board's responsibility for evaluating the superintendent, this workshop manual attempts to assist school board members in identifying and defining policies and procedures for effective superintendent evaluation. The learning activities include: (1) lecture; (2) small- and large-group discussion; (3) brainstorming; (4) solitary writing, and (5) role-playing. Two main themes of the workshop are that effective superintendent evaluation should mesh with other board concerns and activities, and that superintendent evaluation clarifies board and superintendent roles. A subtheme of the workshop is how to manage board conflict. The contents of the manual are divided into six sections: (1) Introduction to the Workshop; (2) Planning the Workshop; (3) Presenting the Workshop; (4) Evaluating the Workshop; (5) Resources; and (6) Participant's Workbook. A videotape/film is available to accompany the manual, which is the 17th module in the "Keys to School Boardsmanship" series of developmental workshops designed by special educational needs. Among the nine major recommendations are: (1) that higher education institutions incorporate principles and practices for teaching children with special needs into general education studies; (2) that staff with academic qualifications and expertise in special education be members of teaching teams; (3) that higher education institutions require units of study to prepare teachers to support pupils with special needs; (4) that higher education institutions ensure that graduating teachers demonstrate a range of teaching competencies; and (5) that the 3-year undergraduate course be extended by one year and the 1-year graduate course by one semester. (DB)

ED 341 180 EC 300 853

Friesen, Barbara J.
Organizations for Parents of Children Who Have Serious Emotional Disorders: Report of a National Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Child Advocacy; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Information Services; National Surveys; Needs Assessment; Organizational Development; *Organizations (Groups); *Parent Associations; Parent Attitudes; *Parent Education; Services; *Social Support Groups

This report describes a national survey of organizations of and for parents of children and adolescents with serious emotional disabilities. The telephone survey located 207 parent organizations of which 26.7 percent were publicly affiliated and 72.9 percent were either private, non-profit, or informally organized. About 54 percent were part of national organizations and 42.5 percent were affiliated with state or local organizations. Organizations were located in all but three states. Almost all (99 percent) of the organizations provided information/education services, parent training (88.9 percent) and advocacy activities (85.5 percent). Most provided direct assistance (79.2 percent) and support groups (63.3 percent). Approximately 95 percent provided services to professionals. Programmatic difficulties identified included involving parents and developing leadership. Most organizations found it easier to establish working relationships with local than with state level agencies. The average age of the organizations was 14.2 years (though 27.1 percent had been established in the 4 years prior to the study). Service delivery issues were identified in the areas of service comprehensiveness, service quantity, interagency coordination, and access to services. Tables and figures detail the findings. Survey forms are appended. (DB)

ED 341 181 EC 300 854

Yoakum, Kathryn S., Ed.; Friesen, Barbara J., Ed.
Respite Care: A Key Ingredient of Family Support. Conference Proceedings (Covington, Kentucky, October 28-30, 1989).
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 91

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Child Advocacy; Cultural Differences; Definitions; *Disabilities; Family Programs; Foreign Countries; *Global Approach; Organizations (Groups); Parent Associations; Surveys
IDENTIFIERS- *Belgium (Brussels); *BRUSH (Belgium)

This paper examines issues of special needs advocacy in an international context and describes BRUSH (Brussels Support for the Handicapped), an advocacy organization in Brussels, Belgium. The possibility that advocacy is a culturally determined concept is raised. BRUSH is a group of families from the international community of Brussels who provide advocacy services for English speaking handicapped individuals and their families in the area. The group has surveyed the community, sponsored conferences, and increased its international emphasis. A data collection project utilizing multiple methods (interviews, questionnaires, and document analysis) and multiple sources (national advocacy groups and international groups of parents or professionals) was conducted. Respondents (N=36) were multicultural, multilingual, and multinational and favored advocacy programs primarily for family members and parents. When asked about the nature of international advocacy respondents differed as to its adversarial nature but agreed that fluency in both the maternal and environmental languages is important. The survey also identified the issue of culturally appropriate vocabulary for efforts in international advocacy. Specific issues identified included the confusion over an international definition of advocacy and the high mobility of community members. Includes 18 references. (DB)

ED 341 200 EC 300 873

Obiakor, Festus E.; Fowler, W. Rodney
African-American Males Experiencing School Failure: Alternative Self-Concept Model for Special Educators.
PUB DATE- 11 Nov 91
NOTE- 18p.; Paper presented at the Council for Exceptional Children's Topical Conference on At-Risk Children and Youth (New Orleans, LA, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; Individual Development; Interpersonal Competence; *Intervention; *Males; Self Control; *Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- African Americans

This paper describes Project Self-Responsibility, an innovative approach to reaching African-American male at-risk students and helping them become more self responsible, self determined, self reliant, and self productive. This 1-year project involved 32 students from 1 elementary and 2 high schools in Chattanooga, Tennessee. The project utilized an "operational" self concept model. Key techniques of the project included direct teaching, modifying the environment, employing intrinsic motivation, and helping to put failure in perspective. A questionnaire with 24 open-ended questions addressing self knowledge, self esteem, and self ideal was administered. Results indicated that no project student dropped out of school during the year and that students improved in decision making skills, self knowledge, responsibility, and social attitudes.

training. (16 references) (DB)

ED 341 218 EC 300 893

Milota, Cathy; And Others
Count Me In: Resource Manual on Disabilities.
PUB DATE- 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Autism; *Disabilities; *Educational Legislation; Educational Resources; Elementary Secondary Education; Emotional Disturbances; *Federal Legislation; Hearing Impairments; *Intervention; Learning Disabilities; Mental Retardation; Multiple Disabilities; Physical Disabilities; Preschool Education; Simulation; Special Health Problems; Speech Handicaps; *Symptoms (Individual Disorders); Visual Impairments
IDENTIFIERS- Americans with Disabilities Act 1990; Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986; Impairment Severity; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This resource guide presents general information about disabilities and summaries of relevant federal laws. A question-and-answer format is used to highlight key features of the Education for All Handicapped Children Act (Public Law 94-142, reauthorized in 1990 as the Individuals with Disabilities Education Act); Section 504 of the Rehabilitation Act of 1973; Public Law 99-457; and the Americans with Disabilities Act. Then individual sections provide information on vision impairments, hearing impairments, speech impairments, physical disabilities, mental retardation, learning disabilities, multiple disabilities, emotional disorders, autism, and other health impairments. Information provided typically includes the nature of the impairment, severity factors, associated problems, aids and appliances, therapeutic or remediation approaches, simulation activities, and resources (books for both children and adults as well as organizations). Specifically discussed under physical disabilities and other health impairments are the following conditions: cerebral palsy, spina bifida, spinal cord injury, muscular dystrophy (Duchene type), juvenile rheumatoid arthritis, multiple sclerosis, brittle bone disease, and amputation. The guide also presents lists of general print and organizational resources, guidelines for use of less stigmatizing terminology, and suggestions for interacting with individuals with disabilities. (DB)

ED 341 219 EC 300 894

Jordan, Dixie; And Others
A Guidebook for Parents of Children with Emotional or Behavioral Disorders.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- 91
NOTE- 89p.; For the first edition, see ED 257 239.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

experts. The study demonstrated that whereas the guided instructions had a mixed effect on the summarizing of native-language texts, they had a somewhat positive effect on summarizing of foreign-language texts. In some cases, the guided instructions helped respondents find key elements to summarize, but in other cases they apparently dissuaded the respondent from including important details. Certain ideas seemed to be susceptible to rater disagreement more than others. The guidelines and English texts are appended. Contains 23 references. (Author/LB)

ED 341 236 FL 019 921

Edwards, Jane A.
Transcription and the New Functionalism: A Counterproposal to CHILDES' CHAT Conventions.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; Max Planck Inst., Nijmegan (Netherlands).
PUB DATE- Mar 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Cognitive Ability; Computational Linguistics; *Data Analysis; Databases; *Language Acquisition; *Language Research; Psycholinguistics; *Standards; Structural Analysis (Linguistics)
IDENTIFIERS- *Child Language Data Exchange System; *Transcription

The CHAT transcription standard of the Child Language Data Exchange System (CHILDES), the world's largest computer archive of child language data, is critiqued. CHAT is being considered as a possible standard for the field of child language as a whole. It is argued that CHAT is biased toward three views that are no longer current in the field: (1) toward written rather than spoken language; (2) toward a reductionist, compositional perspective on language and discourse; and (3) toward the view of child language as defective adult language rather than as systematic in its own right. A minimalist standard is proposed that is consistent with mainstream tenets, less theory-committed, and more readable than CHAT. It also can be accommodated by CHILDES' existing computer programs, and it enables exhaustive searches necessary for unbiased results. The minimalist proposal advocated is summarized in the appendix, which also contains tables on the following: CHAT's utterance delimiters; an example of a prosodically-based alternative to CHAT's unit-final delimiters; a comparison of Bloom's original format and CHILDES' version of the data in CHAT format; Bloom's data modified as necessary for line-oriented searching; CHAT's "special form" tags; and a sample from Clark's data on CHILDES in a non-CHAT minimalist format. (LB)

ED 341 237 FL 019 930

Wang, Chuming; Qi, Luxia
EFL Reading Revisited: A Language Problem or a Reading Problem.
PUB DATE- Mar 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Foreign Languages (24th, New York, NY, March 24-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *English

can be applied to any travel group. The primary objectives of the booklet are to help teachers develop confidence in taking students abroad, to promote the "know before you go" mentality, and to provide an information resource. Among the nearly 100 topics covered are the following: itinerary, airport check-in, menus, post office, insurance, immunizations, drugs, transportation, passports, money, parent role, returning home, group leaders, museums, shopping, and various aspects of visits to Paris. (LB)

ED 341 258 FL 020 016

Johnson, Patricia
The Reading/Writing Relationship: A Pedagogical Study.
PUB DATE- Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, March 24-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Higher Education; *Language Proficiency; *Reading Comprehension; Reading Skills; *Reading Writing Relationship; *Second Language Instruction; Second Language Learning; Writing Instruction; *Writing Skills

The relationship between the reading comprehension and writing production of non-English speakers was examined in an exploratory study to determine whether knowledge gained through reading academic texts can facilitate the writing of compositions. The 10 subjects were enrolled in a developmental English-as-a-Second-Language (ESL) university-level class. Self-report sessions were conducted for seven compositions during a 15-week semester. An examination of the transcripts of the recorded sessions suggests that the effects of knowledge gained from reading instruction on expository writing can be categorized as follows: information or comprehension of the concepts of the reading passage; process or adoption of the method of organization of information in the passage; and transaction or awareness of the reader/writer relationship. Although the boundaries between these categories sometimes merge, the writer's ability to use and organize information obtained from reading a passage is supported by the transcribed self-report sessions. The implication is that the teaching of reading and writing skills should be interrelated for comprehension and communication in a foreign language. Contains 12 references. (Author/LB)

ED 341 259 FL 020 018

Grant, Judith
Individual and Cooperative Completion of Cloze.
PUB DATE- Nov 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cloze Procedure; Context Clues; *Cooperative Learning; *English (Second Language); Foreign Countries; Group Instruction; Higher Education; Independent Study; Language Tests; *Learning Processes; Second Language Learning; Tests

Taking a report on the effects of cooperative completion of cloze

An argument is made that new kinds of transnational literature (i.e., literature that is no longer linguistically and/or culturally rooted in national categories only) are rapidly multiplying in the changing geography of the world. It is suggested that for linguists this trend offers new sources of data, new insights into the operation of language across cultural boundaries, and new challenges to develop models for examining cross-cultural literary languages. Examples are cited of the Swedish influence in Finland, the flow of Americanisms into Finland, the appearance of the European Common Market, and the international characteristics of certain films and television. The need to analyze cross-cultural texts from an interdisciplinary approach is also noted. It is concluded that the linguistic and cultural map of the world is now in constant flux and that, in order to bring linguistics into the twenty-first century, linguists should begin looking for new non-prescriptive approaches to describe everyday and literary languages in the process of transnationalization. Contains 4 references. (LB)

ED 341 279 FL 020 049

Marsh, David
Pitfalls of Cross-Cultural Communication Training: The Art of the Appropriate.
PUB DATE- 91
NOTE- 15p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness; *Finnish; Foreign Countries; *Intercultural Communication; Interpersonal Competence; *Second Language Instruction; *Sociolinguistics; Stereotypes; Uncommonly Taught Languages
IDENTIFIERS- Finland

Issues emanating from a workshop, "Broadening the Mind or Reduced Personality: Skills for Increasing Cross-Cultural Awareness," held at the 1990 Jyvaskyla Seminar on Cross-Cultural Communication are discussed. The issues relate to problems that arise when Finnish educators attempt to incorporate training in cross-cultural communication into foreign language teaching curricula. Areas discussed include sociocultural factors, national stereotypes and interpretation of others through such stereotype, the Finnish national stereotype, teaching rules of politeness, questions about whose norms to follow, the role of language as power, confidence, and cross-cultural communication training in general. It is concluded that as Finland undergoes a rapid program of internationalization, Finnish foreign language professionals must be able to negotiate power roles on cross-cultural encounters. Contains 16 references. (LB)

ED 341 280 FL 020 050

Aaltonen, Armi; And Others
Spoken Discourse of Finnish Speakers of English.
PUB DATE- 91
NOTE- 8p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

repair starting system; (19) service, diagnose and repair ignition system; (20) service, diagnose and repair electrical accessories; (21) service, diagnose and repair chassis and chassis components; (22) service body parts; and (23) service, diagnose and repair side car. A competency analysis profile chart is attached. (NLA)

ED 340 830 CE 059 027

Transmission Mechanic. Apprenticeship Training Standards = Mecanicien de boites de vitesses. Normes de formation en apprentissage.
PUB DATE- Apr 91
NOTE- 128p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; *Auto Mechanics; Behavioral Objectives; Certification; Competency Based Education; Engines; Equipment Maintenance; Foreign Countries; Job Performance; Job Skills; Job Training; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards
IDENTIFIERS- Automotive Electrical Systems; Ontario; *Transmissions (Automotive)

These training standards for transmission mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Twelve training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) demonstrate safe working practice and techniques; (2) apply general work practices and procedures; (3) conduct preliminary diagnosis; (4) conduct transmission pressure tests; (5) diagnose/repair electric/electronic control systems; (6) perform on-car maintenance/repair of automatic transmissions; (7) perform on-car repair/maintenance of standard transmissions, transaxles, and transfer cases; (8) remove transmission/transaxles/transfer cases; (9) repair automatic transmissions; (10) repair standard transmissions and transfer cases; (11) reinstall transfer case/transmission transaxles assemblies; and (12) repair/replace differential and drive lines. A competency analysis profile chart is attached. (NLA)

ED 340 831 CE 059 190

Building Maintenance Mechanic. Apprenticeship Training Standards = Mecanicien d'entretien des batiments. Normes de formation en apprentissage.
PUB DATE- May 91

Education; Cognitive Processes; Concept Formation; *Coping; Electronic Equipment; *Job Performance; *Job Skills; Models; *Problem Solving; Radar; Skill Development; *Stress Management; Task Analysis
IDENTIFIERS- *Work Overload

Phase II of a project extended data collection and analytic procedures to develop a model of expertise and skill development for en route air traffic control (ATC). New data were collected by recording the Dynamic Simulator (DYSIM) performance of five experts with a work overload problem. Expert controllers were interviewed in depth for mental model elaboration and validation. Federal Aviation Administration data regarding operational errors were analyzed. An extended literature review was conducted to integrate findings with existing literature. An elaborated and refined mental model and task decomposition were developed. The structure of the mental model implied both a conceptual framework used by the controller for organizing ATC knowledge and a strategy for applying the knowledge in job conduct. The task decomposition resulted in a listing and validation of 12 tasks. The analysis of strategy usage showed that experts tended to use fewer strategies, a greater variety of different strategies, more workload management strategies, and strategy usage that varied with context. A working model of interrelationships among key ATC constructs was developed. A revised listing of critical cues of work overload indicated that participants viewed anxiety and communication errors as being the most important cues that an overload situation was developing. Training implications were identified in the areas of instructional content, sequencing, media delivery, and training environment. (Appendixes include the following: a list of 57 references, a glossary of terms and acronyms, a glossary of strategies, a validation study timeline, strategy listings and validation interviews, retrospective protocols of DYSIM overload problem solving, a work overload questionnaire, and an error listing for DYSIM overload problem solving.) (YLB)

ED 340 849 CE 059 901

Redding, Richard E.; And Others
Cognitive Task Analysis of Prioritization in Air Traffic Control.
PUB DATE- Jan 92
NOTE- 399p.; For related documents, see CE 059 898 and CE 059 900.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Air Traffic Control; Air Transportation; Cognitive Processes; Data Analysis; Data Collection; *Decision Making; Decision Making Skills; Electronic Equipment; Instructional Development; Instructional Systems; Job Performance; *Job Skills; Job Training; Needs Assessment; Postsecondary Education; *Problem Solving; Program Development; Radar; Systems Approach; *Task Analysis; *Thinking Skills
IDENTIFIERS- *Experts

A cognitive task analysis was performed to analyze the key cognitive components of the en route air traffic controllers' jobs. The goals were to ascertain expert mental models and decision-making strategies and to identify important differences in controller knowledge, skills, and mental models as a function of expertise. Four groups of participants from all 20 Air Route Traffic Control Centers in the continental United States comprised a hierarchy of skill levels ranging from current developmental controllers with no formal radar training to expert controllers who were supervisors. Seven data

Vocational Education.
PUB DATE- 88
NOTE- 633p.; Some parts of this document will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asbestos; Behavioral Objectives; Course Content; Educational Resources; Environmental Standards; *Federal Legislation; *Hazardous Materials; *Job Skills; Job Training; *Labor Standards; Learning Modules; Occupational Diseases; *Occupational Safety and Health; Postsecondary Education; Safety Education; State Legislation; State Standards; Teaching Methods
IDENTIFIERS- Oregon

This package contains two types of asbestos training materials: (1) an instructor's guide for "Asbestos in the Home: A Homeowner's Course"; and (2) "Asbestos Abatement Certification: Small-Scale Worker Student Manual," a 16-hour course, with instructor's guide. The instructor's guide for the 6-hour homeowner's course contains eight sections that cover the following topics: introduction; characteristics of asbestos and the health effects; types of asbestos building materials and their locations in the home; maintenance and removal of asbestos materials; state and federal asbestos laws; working with asbestos abatement contractors; a list of 74 resource people and companies; and a list of 71 instructional resources and publications. Suggestions for class formats, topic outlines, and a glossary are included. The student manual contains nine sections of which the first six are: course introduction; physical characteristics of asbestos; health effects of asbestos exposure; state and federal asbestos laws; personal protection equipment and respiratory protection; and state-of-the-art work practices. The last three sections concern hands-on activities focusing respectively on: (1) employee protection; (2) glovebag techniques; and (3) minienclosures. Student units include objectives, outlines, information sheets, and, in some cases, review questions and learning activities. Many legal and regulatory materials are included. The student guide also contains a glossary. The accompanying instructor's guide provides information on course outlines, practice quizzes, presentation outlines, instructional resources, state and federal regulations, course accreditation, and professional contacts. (KC)

ED 340 867 CE 059 960

Phillips, J. Stephen
The Training, Retraining and Consulting Needs of Small Manufacturing Companies in the State of Ohio.
PUB DATE- Feb 89
NOTE- 201p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Consultants; *Job Training; Management Development; *Manufacturing Industry; Marketing; *Needs Assessment; *Retraining; *Small Businesses; State Surveys; Statewide Planning; Supervisory Training; *Technical Assistance; Two Year Colleges; Vocational Education
IDENTIFIERS- *Ohio

A study ascertained training, retraining, consulting, and students (11 deaf and 11 hearing) from a mainstreamed WordPerfect word processing class. Six representative documents prepared by the students were selected for analysis. Mean scores for a total of 28 formatting and typographical errors were compared along with the total formatting errors, total typographical errors, and total overall errors. Data were analyzed using nonparametric statistics to compare the following: (1) average error rates by group for each document; (2) average error rates by group for all six documents; and (3) individual error averages with job-ready performance standards. Results indicated that deaf and hearing students generated similar performance errors and both deaf and hearing students met job-ready standards. (45 references) (YLB)

ED 340 885   CE 060 032

Edelson, Paul J.
Socrates on the Assembly Line: The Ford Foundation's Mass Marketing of Liberal Adult Education.
SPONS. AGENCY- Syracuse Univ., NY. Kellogg Project.
PUB DATE- Oct 91
NOTE- 25p.; Paper presented at the Annual Conference of the Midwest History of Education Society (Chicago, IL, October 18-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; Community Education; Continuing Education; *Educational History; Educational Theories; Educational Trends; General Education; Higher Education; *Marketing; Noncredit Courses; *Philanthropic Foundations; *Private Financial Support; Private Sector
IDENTIFIERS- *Ford Foundation; *Fund for Adult Education

In the 10 years of its existence (1951-61), the Ford Foundation's Fund for Adult Education (FAE) expended over $47 million on behalf of adult and continuing education. The FAE supported organizations with similar objectives and created its own unique institutions to establish liberal adult education on a nationwide basis. The Test Cities Project was the foundation's first major experiment in urban redesign. Programs were organized in small groups to facilitate face-to-face discussion. FAE grant recipients and Test Cities councils developed courses and discussion programs. As area colleges took over councils unable to survive as independent entities without FAE support, the foundation recognized higher education's potential contribution to liberal continuing education. FAE moved beyond Test Cities with a new concept for university-based Test Centers for further experimentation in developing and marketing liberal adult education programs. The FAE experimented with Demonstration Centers, which were direct grants to some colleges to expand their adult education programs. Through this progression, the FAE firmly established the principle that noncredit liberal adult education could and should pay for itself, thereby locating it as a tuition-supported educational product in higher education. The FAE sacrificed the concept of liberal adult education as peer-led, small-size discussion groups. Adult education became the most overtly market-driven segment of all U.S. education. (YLB)

ED 340 886   CE 060 033

General Machinist. Apprenticeship Training Standards = Machiniste. Normes de formation en apprentissage.

goods and/or services and that involves worker behaviors, including critical thinking, emotions, and actions.) Volume I describes preparation of student-based instructional modules and accompanying teacher's addenda on four GENTEC concepts, field testing, and product dissemination. Other contents include information on GENTEC, definitions of terms, and descriptor sheets of 29 GENTEC competencies, which provide an example, definition, rationale, intended learner outcomes, and resources/references. Volume II contains instructional modules, each with a teacher's addendum, on these GENTEC competencies: technical teamwork, technical problem solving, productivity, and technical judgment. Each instructional module contains the following: an introduction; intended learner outcomes; a list of key questions to which the subsequent pages provide answers, including terms commonly associated with the competency; a list of references; and listing of recommended resources. The teacher's addendum provides an overview of GENTEC, definition and example of the competency, intended learner outcomes, resources/references list, additional instructional activities, student evaluation instrument(s), answer keys, and additional instructional resources. (YLB)

ED 340 903 CE 060 087

Telecommunications Cooperative Training Program. A Cooperative Demonstration Project (High Technology). Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 381p.; Supplement 12, financial status report, and supplement 13, project videotape, are not included in this document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Education; *Cooperative Programs; *Demonstration Programs; Educational Cooperation; Experiential Learning; Information Technology; Labor Force Development; Labor Needs; School Business Relationship; Technical Education; *Technological Advancement; *Telecommunications; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- Ben Hill Irwin Technical Institute GA

Ben Hill-Irwin Technical Institute and the Georgia Interconnect Association designed and developed jointly a project to provide basic knowledge and practical application skills training. The curriculum included all necessary competencies for a student to graduate as a communications network technician. To compensate for the added expense of relocating to a cooperative workplace for practical experience training, students were paid a stipend and limited travel allowance. The program consisted of four quarters of academic training at the institution and two quarters of practical work experience with a participating telecommunications company. Implementation required student and employer recruitment, student placement, student evaluation, and record keeping. Thirty-two students were accepted into the program in four different groups; 26 completed 4 academic quarters and were awarded diplomas, and 22 were placed and completed at least 1 quarter of co-op. Fourteen companies employed co-op students. (Twelve supplements are attached to the 12-page report: the grant application with appendixes and technical review forms; telecommunications technology program

ED 340 922 CE 060 127

Benton, Lauren; Noyelle, Thierry
Adult Illiteracy and Economic Performance.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Developed Nations; *Economic Progress; Foreign Countries; Functional Literacy; Human Resources; *Illiteracy; Job Training; *Labor Force Development; *Literacy Education; Measures (Individuals); *Productivity; Program Effectiveness; Program Evaluation; Remedial Programs; Surveys
IDENTIFIERS- Canada; Europe; Organisation for Economic Cooperation Development

Most industrialized nations of the Organisation for Economic Cooperation and Development (OECD) have entered a new economic era characterized by new industries, new forms of production and competition, and a much higher premium on skills. Those with low levels of literacy and basic workplace skills find it increasingly difficult to obtain or retain employment. Conceptions and measurements of literacy have evolved over time to arrive at a modern concept of functional literacy that links individuals' literacy performance capabilities more closely and directly to everyday needs in civic life and the workplace. Findings from national surveys of literacy levels are extremely useful in clarifying the nature and magnitude of the literacy problem. An important finding is that the incidence of illiteracy is actually quite low in industrialized nations. The problem appears to lie in the alarmingly high incidence of functional illiteracy. Public sector and voluntary institutions use a wide mix of remedial interventions. A key issue in almost every country is finding the appropriate balance between central guidance and decentralized program implementation and innovation. Firm- and sector-based efforts in OECD countries focus on raising literacy simultaneously with expanding basic workplace skills and on strengthening both literacy and economic performance. The field of adult literacy and economic performance remains an area in need of measurement and assessment. (Two appendices are included: "Canada's Survey of Literacy Skills Used in Daily Activities: Survey Preparation and Measurement Issues" by Alvin Satin et al. and "Direct versus Proxy Measures of Adult Functional Literacy: A Preliminary Reexamination" by David Neice et al.) (YLB)

ED 340 923 CE 060 128

McCormack, Robin; Pancini, Geraldine
Learning to Learn. Introducing Adults to the Culture, Context and Conventions of Knowledge. A Guide for Teachers.
SPONS. AGENCY- Victoria Ministry of Education, Melbourne (Australia). Div. of Further Education.
PUB DATE- 91
NOTE- 198p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; Adult Students; Age Differences; *Andragogy; Cues; Foreign Countries; *Learning Strategies; Libraries; Library Instruction; Long Term

variety of student-oriented approaches. The first section provides information on how to conduct student needs analysis and on the use of warm-up exercises. This section includes four appendices: a sample learning needs questionnaire survey used in Stewards Training Programs; the Alaska settlement game; the red/blue game; and an introduction type warm-ups or icebreakers. The second section discusses setting course objectives and principles of how adults learn; its appendix lists 10 general principles of learning. Instructional techniques and the effective use of questions are addressed in section 3; application of the teaching techniques used by the British Trades Union Congress and nontraditional questionnaires are appended. The fourth section addresses teaching aids, class control, and team teaching, with an appendix providing suggested responses to classroom problems. The program evaluation section includes a sample evaluation form for a labor education class. (NLA)

ED 340 941 CE 060 210

Sanders, Wayne
The Oncology of Discrimination and the Disparate Impact Therapy: Title VII and Upper Level Professional and Managerial Jobs.
PUB DATE- 10 Oct 91
NOTE- 34p.; Paper presented at the Annual Conference of the Council on Employee Responsibilities and Rights (Virginia Beach, VA, October 10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Affirmative Action; *Civil Rights Legislation; Court Litigation; Employed Women; *Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; *Managerial Occupations; Minority Groups; Personnel Selection; *Professional Occupations; *Racial Discrimination; Sex Discrimination; Social Bias
IDENTIFIERS- *Civil Rights Act 1964 Title VII; Disparate Impact Theory

An examination was made of the evidentiary problems that exist in using a disparate impact theory to challenge the subjective criteria many organizations use to hire, promote, or dismiss upper-level professional and managerial employees. Although subjective criteria occur at all levels of employment, they are especially prevalent when dealing with upper-level jobs. Thus, subtle race and gender-based discrimination is harder to prove. At stake are the interests of employees who want the freedom to aspire to upper-level professional and managerial jobs without race or gender barriers, employers who want to make efficient decisions, and society, which has an interest in providing equal access to economic institutions. Title VII of the 1964 Civil Rights Act is the legislation used to combat workplace discrimination. However, applying this law to the less-blatant types of workplace discrimination has been extremely difficult. The Supreme Court has considered many cases alleging disparate treatment. Court decisions based on these suits held that employment tests had to be job related, but were vague with regard to whether disparate impact analysis could be applied to subjective decisions under workable evidentiary standards. Since job criteria for upper-level positions are vague and constantly changing, Title VII is not equipped to cure racial and gender discrimination in the work force of the 1990s and beyond. (One hundred twenty-one text notes, most citing court cases, are included.) (KC)

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS),
Rockville, Md.
PUB DATE- 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Evaluation Methods; Information Sources; Referral; Young Adults; *Youth Problems

The goal of the Adolescent Assessment/Referral System (AARS) project was to identify, collect, and organize all the appropriate materials associated with assessment and treatment referral for troubled youth 12 through 19 years of age. This document discusses the components of the AARS. After an introduction to the AARS, the structure and function of the AARS are described. In this section the 10 potentially problematic functional areas represented in each component of the AARS are listed: Substance Use/Abuse; Physical Health Status; Mental Health Status; Family Relations; Peer Relations; Educational Status; Vocational Status; Social Skills; Leisure and Recreation; and Aggressive Behavior and Delinquency. The next section describes the Problem Oriented Screening Instrument for Teenagers (POSIT), an instrument designed to identify problems in need of further assessment. The next section describes the Comprehensive Assessment Battery, a group of instruments which should be used when the POSIT has indicated that there is a possible problem. The last section outlines steps in the development of the Directory of Adolescent Services, a directory intended for use by practitioners who work with adolescents and require information about a broad range of provider services. It is noted that by developing a local or regional directory practitioners and administrators gain an increased familiarity with the array of resources available for addressing the medical, psychiatric, educational, and psychosocial needs of troubled adolescents. The instruments used with the AARS are included. (ABL)

ED 340 961 CG 023 916

Hearing on the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Santa Fe, New Mexico).
PUB DATE- 27 Sep 91
NOTE- 94p.; Serial No. 102-75.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delinquency; Federal Programs; Hearings; *Prevention; State Programs; Youth Problems
IDENTIFIERS- Congress 102nd; *Juvenile Justice Delinquency Prevention Act 1974; *Testimony

Testimony given at a hearing on the Juvenile Justice and Delinquency Prevention Act which is scheduled to expire in September 1992 is presented in this document. An opening statement by Representative Matthew G. Martinez, Chairman of the Subcommittee on Human Resources of the Committee on Education and Labor, discusses the vulnerability of youth. Testimony and prepared statements or materials from these individuals are included: (1) Chris Baca, Youth Development, Inc., Albuquerque, New Mexico; (2) Jim Brown, Community components such a program must include, namely, a counseling curriculum; individual student planning; responsive services; and system support. The second section lists and describes structural and program components of a school counseling program. The third section outlines the steps in program implementation and the fourth section briefly describes personnel, program and student outcome evaluations. Two-thirds of the guide consists of 13 appendixes containing a variety of relevant materials. These include a model for effective guidance; steps in designing or revising a school guidance and counseling program; a counseling curriculum; a set of competencies and performance indicators; needs assessment information; time and task analysis logs; sample job descriptions; counselor performance evaluation forms; sample questions for a guidance program evaluation; a program component assessment instrument; a master calendar; time distribution forms; and a section on cross/multicultural counseling. (NB)

ED 340 980 CG 023 935

Johnstone, Margaret; And Others
Action against Bullying: Drawing from Experience.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Behavior Problems; *Discipline; *Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Bullying; *Scotland

This booklet discusses action against bullying and gives information and practical ideas for the teacher and the school. The introduction explains why bullying should be a concern and how the booklet is to be used. Other sections deal with what bullying is and with anti-bullying action. Also included are four Action on Policy papers that can be used to work towards a practical policy of action against bullying. Action on Policy papers are addressed to the individual administrator and deal with the following topics: a school policy on bullying; publicizing your policy in the school; publicizing your policy to parents and the community; and what happens in your school. Following these papers are six "scenario discussion starters" for teacher groups, designed to illustrate different kinds of bullying for which groups are encouraged to find their own answers or alternative ideas. Subjects of the scenarios are: long-term bullying; supporting the victim; a bully group; what really happened? bully or victim? and "it's a stage she's going through." Information sheets on curriculum materials and ideas for inservice are also included. (NB)

ED 340 981 CG 023 936

A Guidebook to Building Skills for Tomorrow: A Developmental Guidance Model. Oklahoma State Department of Education, and The National Career Development Guidelines. National Occupational Information Coordinating Committee.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counselor Training; Higher Education; *Psychology; *Teaching Methods; *Writing Exercises

It may be suggested that one's reflection on psychology's past and present state is an important part of finding one's identity within psychology. The facilitation of each individual student's quest for identity within psychology may be taken as a fundamental goal of the theories and history of a psychology course. This quest may be stifled if students are allowed to simply become passive sieves of lists of names, dates, and events. Several pedagogical strategies can promote students' search for identity. These include short, in-class, contemplative essays (i.e., "microthemes") which are employed to present a structured means of utilizing certain polarities of psychology (e.g., empiricism versus rationalism) to guide students in clarifying their identity within psychology. The microtheme assignments flow from a presupposition that writing can be used to gain, and not just display, learning. Instructor presentation of model writing samples, peer debates and peer reader-based responses to the microthemes are follow-up strategies which further this search for identity. Finally, a detailed critical analysis assignment offers an opportunity for rewriting and clarification of selected microtheme polarities. A thorough critical analysis allows students to demonstrate the connections between the past, the present, and the future of an idea. (Author/ABL)

ED 341 000 CG 023 957

De La Rosa, Mario, Ed.; And Others
Drugs and Violence: Causes, Correlates, and Consequences. Research Monograph Series 103.
PUB DATE- 90
NOTE- 300p.; This monograph is based on the papers and discussion from a technical review on "Drugs and Violence" (Rockville, MD, September 25-26, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Delinquency; *Drinking; *Drug Abuse; Family Violence; *Substance Abuse; *Violence

In September 1989, the National Institute on Drug Abuse (NIDA), with the collaboration of the National Institute of Justice (NIJ), held a technical review meeting focusing on the relationships of drugs and violence. Data from a number of NIDA and NIJ-funded research projects addressing different aspects of these relationships were presented and are included in this monograph. Following a foreword and an introduction, the articles are as follows: (1) "Violence as Regulation and Social Control in the Distribution of Crack" (Jeffrey Fagan and Ko-lin Chin); (2) "Violence Associated with Acute Cocaine Use in Patients Admitted to a Medical Emergency Department" (Steven L. Brody); (3) The Operational Styles of Crack Houses in Detroit (Tom Mieczkowski); (4) "The Crack-Violence Connection Within a Population of Hard-Core Adolescent Offenders" (James A. Inciardi); (5) "The Relationship between Cocaine Use, Drug Sales, and Other Delinquency among a Cohort of High-Risk Youths over Time" (Richard Dembo, Linda Williams, Werner Wothke, James Schmeidler, Alan Getreu, Estrellita Berry, Eric D. Wish, and Candice Christensen); (6) "The Drug Use-Violent Delinquency Link among Adolescent Mexican-Americans" (W. David Watts and Loyd S. Wright); (7) "Gangs, Drugs, and Violence" (Joan Moore); (8) "The Interrelationships between Alcohol and Drugs and the literature or observation); (4) lecture 2 (a depersonalized presentation of a practice that grew out of discussion); and (5) a new suggestion (a practice that grew out of discussion, which is presented with its theoretical base). Teachers played a larger role in discussions at one school than at the other. Gender differences appeared to play a role. Future collaborative research may provide a context for critical feminist theory and criticism, and move it from assimilation to a reinterpretation of activities traditionally viewed as "women's work." A need for school based research, exists but there are few rewards or outlets for collaborative researchers. Perhaps research perspectives will develop that provide for all educators' voices to be heard. (Three tables are included; 14 references are attached.) (SG)

ED 341 019 CS 010 776

Doughty, Beth, Ed.
Contributor's Guide to Periodicals in Reading.
PUB DATE- Nov 91
NOTE- 25p.; Small print on questionnaire may affect legibility. Printed on colored paper. For the 1990 edition, see ED 324 635.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Information Sources; Preschool Education; *Reading; *Scholarly Journals; Writing for Publication
IDENTIFIERS- *Educational Journals; *Reading Journals

This guide presents information about 182 periodicals that consistently carry materials about reading. The information in the guide, provided by editors of the periodicals in response to a questionnaire, is in two lists. The first list offers information about each periodical's editor, address, and editorial procedures. The second list, presented in matrix format, presents information regarding audience, materials published, and other miscellaneous information. A sample questionnaire is included. (SR)

ED 341 020 CS 010 791

Dillon, Connie L.
Reading and Technology: Viable Partners for Multiple Educational Settings: Telecommunications and Reading Instruction.
PUB DATE- Oct 91
NOTE- 10p.; Paper presented at the College Reading Association Conference (35th, Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Media; Elementary Secondary Education; *Learner Controlled Instruction; Post Secondary Education; *Reading Instruction; Technological Advancement; *Telecommunications
IDENTIFIERS- Educational Native American Network; Oklahoma State University

The predominant telecommunications technologies, video and computer-based telecommunications, have multiple applications for reading education. The telecomputers of tomorrow will

Grades; Memory; *Spelling; *Spelling Instruction; Student Attitudes; *Suggestopedia

A study investigated the effects of suggestopedic accelerative learning and teaching (SALT) on the spelling achievement, attitudes toward school, and memory skills of fourth-grade students. Subjects were 20 male and 28 female students from two self-contained classrooms at Kennedy Elementary School in Rexburg, Idaho. The control classroom and the experimental classroom were matched on age, gender, and previous spelling achievement as measured by the Iowa Tests of Basic Skills (ITBS). The control group received traditional spelling instruction over the 18-week period, while the experimental group received spelling instruction supplemented by the SALT techniques of mind calming exercises, dramatic presentations, use of classical and Baroque music, review presentations, and ungraded quizzes. Spelling achievement was measured through weekly spelling tests. Memory skills and attitudes toward school were measured by pre- and post-tests. Results indicated that: (1) the experimental group obtained significantly higher spelling scores than the control group; (2) the experimental group obtained higher, but not statistically significantly higher, attitude scores and memory skills scores than the control group; and (3) students, teacher, and parents made positive comments concerning the SALT techniques. Findings suggest that SALT is effective in elementary school spelling instruction. (One table of data is included; 19 references are attached.) (RS)

ED 341 038 CS 010 814

Jones, Franklin Ross

Sleep Patterns and Its Relationship to Schooling and Family.

PUB DATE- 3 Nov 91

NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Children; Elementary Secondary Education; Reading; *Sleep

IDENTIFIERS- Reading Behavior; *Sleep Disorders

Diagnostic classifications of sleep and arousal disorders have been categorized in four major areas: disorders of initiating and maintaining sleep, disorders of excessive sleepiness, disorders of the sleep/wake pattern, and the parasomnias such as sleep walking, talking, and night errors. Another nomenclature classifies them into DIMS (disorders of initiating and maintaining sleep) and DOES (disorders of excessive somnolence). There are, in general, two theories of sleep. According to the restorative theory, wakefulness results in an internal state which is antithetical to continued wakefulness. Sleep results in the modification of that state (is restorative). According to the behavioral theory, sleep is a mode of behavioral adaptation to the environment--a behavioral state of diminished responsibility. Sleep stages identified from the observation of brain waves are divided into two divisions--REM and NonREM. During REM sleep dreams occur, and breathing and heart rate are irregular. NonREM sleep features stable breathing and regular heart beats. Sleep averages range from 16 hours a day for the neonate down to 8 hours for the adolescent. The most common types of problems in children (not

*Freshman Composition; Two Year Colleges; *Writing Improvement; *Writing Skills

A study investigated whether there was a positive relationship between collaborative learning techniques and the improvement of writing skills of college freshmen over a single semester. Two English Composition II classes of approximately 20 student each were randomly selected for the study. Over the course of one semester, one class received training in collaborative learning techniques, and classes were conducted using such techniques, including peer criticism, collaborative group work, "read aloud" exercises, and paired interview activities. The other class received traditional instruction consisting of lectures, large-group discussions, and individual conferences. Results showed that, while there was no significant difference in the pretest mean scores of the two groups, students trained in collaborative learning techniques scored significantly higher on the posttest, thus confirming the positive relationship between those techniques and the improvement of writing skills. (Two tables of data are included and 17 references are attached.) (SR)

ED 341 059 CS 213 141

Shull, Ellen M.
Memoir Writing: Evoking the Authentic Voice.
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Free Writing; *Freshman Composition; Higher Education; *Peer Evaluation; Peer Groups; Reading Writing Relationship; Revision (Written Composition); Student Writing Models; Undergraduate Study; Writing Assignments; *Writing Improvement
IDENTIFIERS- *Writing Groups

In a freshman composition course, the teacher attempted to motivate student interest in writing by assigning biographical readings and fiction that felt like real life. In reading the books, students found topics for writing about their own lives. During the first class session, students were given the topic "The Story of My Life: A Beginning" for a 10-minute free writing assignment. Students were assigned to revise the essays for discussion within writing groups during a subsequent class. Writers read their essays aloud, and other group members responded in writing, explaining: (1) what they liked best about the essay; (2) what was confusing or required more detail; and (3) what should be added, removed, or rearranged. The teacher also wrote comments on the papers. When the students got their papers back, some immediately began to pencil in ideas for further revision. A second "power writing" assignment drew similarly positive reactions from students. It became clear that when students write about themselves, they are more apt to use the course to refine their writing competencies. Furthermore, by paying attention to the details of their lives, students begin to define themselves and their philosophies of life. (An appendix of writing assignments and a 22-item bibliography of memoirs and autobiography are attached.) (SG)

Scardamalia); "Assessment of the Chicago Area Writing Project" (Betty Jane Wagner); "Stories: A Prelude to Writing" (Victor M. Rentel); "Children's Literature: An Impetus to Composition" (John Warren Stewig); "The Ohio Writing Project: Training Professional Teachers of Writing" (Mary Hayes); "WRITING-into, out of, beyond LITERATURE" (Nancy Kersell); "Ohio Writing Project Community Based Writing" (E. Ann Johnson); "Revise before Editing" (Paul Eschholz); "'Skills'--Do They Exist?" (John Downing); "Contexts for Writing" (Martha L. King); "The Process of Writing" (Christine San Jose); "Business Writing: Observations and Implications for Teaching Composition" (Lee Odell); "Early Development into Writing: Observing and Responding to Children's Language Behavior" (Barbara S. Pettegrew and Christine C. Pappas); "Using Children's Literature as a Springboard to Writing" (Mary Lou White); "Reading, Writing, and Thinking in Secondary Schools" (T. Stevenson Hansell); and "Rewriting Prewriting" (Kevin C. McHugh). The agenda for the conference is attached. (RS)

ED 341 079   CS 213 171

Akers, Belle
Folktales from around the World.
PUB DATE- 92
NOTE- 13p.; Workshop presented through the auspices of the California Kindergarten Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Class Activities; *Curriculum Development; *Folk Culture; Foreign Countries; Grade 1; Kindergarten; *Multicultural Education; Primary Education; *Reading Materials; Whole Language Approach; Workshops
IDENTIFIERS- Folktales

Using folktales from around the world, this workshop paper presents a multicultural curriculum for kindergarten and first grades. A statement of purpose, the curriculum presents lists of recommended teaching resources, publishers and distributors of multicultural materials, organizations; a 12-item multicultural bibliography; and activities for creative expression and language extensions. The curriculum also includes lists of reading and instructional materials based on the cultures of Africa, Asia, North America, Central America, and South America. (RS)

ED 341 080   CS 507 636

Bahm, Kenneth
Back to the Definitions Themselves: The Pragmatics of Intrinsic Justification.
PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Debate Format; Higher Education; *Persuasive Discourse; *Public Speaking; *Rhetorical Criticism; *Rhetorical Invention
IDENTIFIERS- Cross Examination Debate Association; *Debate

between the public and technical spheres can be placed where argument data is no longer intelligible to an intelligent layman. The absence of focus on public policy reflects the fundamental stability of the system. Through competition among various groups, the work of the nation gets done. Argumentation theory should return to the field concept, with spheres viewed as general groupings of fields organized around the shared purpose of the activity in question. Theorists need to devise an explanation of how argument develops among the main actors in the public arena. (SG)

ED 341 098   CS 507 705

DiSanza, James R.
The Role of Consciousness in Interpersonal Communication: Pedagogical Implications for the Introductory Course.
PUB DATE- Feb 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Phoenix, AZ, February 15-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Communication (Thought Transfer); *Communication Skills; *Course Descriptions; Higher Education; Instructional Improvement; *Interpersonal Communication; *Introductory Courses; Models; Undergraduate Students
IDENTIFIERS- *Bateson (Gregory); Consciousness

This paper argues that introductory interpersonal courses cannot facilitate competent interaction if they fail to take account of the limitations of human consciousness. The paper focuses on Gregory Bateson's communication and learning theory, and explores the problems of being overly conscious of interpersonal interaction. The paper proposes a structural approach to an introductory course that minimizes, but does not eliminate, problems of consciousness in relationships. The paper maintains that this approach encourages the student to habituate and make unconscious his or her knowledge of theory while consciously analyzing communication situations. The paper then outlines in detail the structure and materials necessary for such a course. One figure and 4 endnotes are included; 43 references are attached. (Author/PRA)

ED 341 099   CS 507 706

McCorkle, Suzanne
Gender and Book Reviews in SCA Publications: 1980-1989.
PUB DATE- Nov 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Book Reviews; Higher Education; *Scholarly Journals; *Sex Bias
IDENTIFIERS- *Speech Communication Association

A study examined whether gender inequities occur in book reviews published in Speech Communication Association (SCA) journals. Three SCA journals (Quarterly Journal of Speech, Communication Education, and Text and Performance Quarterly) were analyzed over the years from 1980 to 1989 for information relevant to

PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; *Job Satisfaction; Public Schools; *Superintendents
IDENTIFIERS- *Ohio

The relationship between the board of education of a public school system and the school superintendent is extremely important to the functioning and progress of the system. First-time Ohio superintendents were surveyed at the end of their first and second years about their perceptions of their relationships with their boards of education (N=58). These superintendents were questioned about: (1) their boards' trust and confidence in them; (2) the nature and extent of communication between the board and superintendent; and (3) the job satisfaction of the superintendents. Ten research questions and the methods used to conduct the survey are described. Discussed are the results, in descriptive and tabulated forms, on the elements of trust and confidence, communication, board policy review, job satisfaction, board-superintendent activities, and job paths. The results include that the superintendents had a more realistic view of the school board, and the superintendents seemed to recognize those things which the board felt were important and those which were not so important. After 2 years in these positions, the superintendents were still happy with their career choice, were not worrying about losing their jobs, and felt that their boards perceived them as competent. (Author/RR)

ED 341 119 EA 023 513

Nyland, Larry; Tesch, Stephanie
Developing Quality Organizations through the Process of Ongoing Assessment.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Beliefs; *Educational Improvement; Elementary Secondary Education; *Equal Education; Program Evaluation; *Student Evaluation; Teacher Attitudes; Time Factors (Learning)
IDENTIFIERS- Commitment; *Outcome Based Education; *Pasco School District WA

For the past 3 years, Pasco (Washington) School District has been implementing Outcome Based Education (OBE), a nationally validated school improvement process developed by John Champlain. OBE posits that all kids can learn, and learn well, those concepts schools identify as critical to learning. During the 1989-90 school year, Pasco conducted a formal research study to assess the first 3 years of its OBE implementation process. Instruments were developed to measure success indicators in five specific exit outcomes (self-esteem, thinking skills, process skills, self-directed learning, and concern for others) for grade levels 3, 6, 9, and 12. In addition, three inventories were developed to assess staff acceptance of the OBE improvement process. Initial conclusions

ED 341 139   EA 023 615

Sclan, Eileen M.
Curriculum-Making of the Child-Centered Progressive Educators: Contraposed to Dewey's Theory of Experience.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Innovation; *Educational Philosophy; Educational Practices; *Educational Theories; Elementary Secondary Education; *Nontraditional Education; *Progressive Education
IDENTIFIERS- *Child Centered Education; *Deweys Experimentalism

Ways in which leading child-centered progressives have transformed Dewey's educational philosophy into a self-perpetuating false ideology of education are examined in this paper, which focuses on how Dewey's principles of "interaction" and "community" were distorted in defining "educative experiences." The progressives' misinterpretation may stem from a failure to understand the concept of "starting with the child," which resulted in the exclusion of traditional subject matter. A paradox is that overemphasis on the child limited the child. A learning-centered school with a neo-Deweyan philosophy is proposed, which stresses connection between the subject matter and child, between knowing and not knowing, and which incorporates students into a self-perpetuating learning process. (36 references) (LMI)

ED 341 140   EA 023 616

McLean, Leslie H.; Clouse, R. Wilburn
Stress and Burnout: An Organizational Synthesis.
PUB DATE- Dec 91
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Burnout; Coping; Prevention; *Stress Management; *Stress Variables; Work Environment

In the care, prevention, and treatment, of burnout, the reoccurring theme is "control and balance" between expectation and performance. Burnout is treatable and preventable, but changes and interventions must occur on all levels, (individual, organizational, and societal). Recent research, which has expanded the already complex definition of burnout, indicates that the problem of burnout is more widespread than originally thought. Successful management of stress and burnout is seen to be a key element in continuing the survival of the human race. This review of studies traces the history of stress and burnout, their sources, symptoms, treatment, and prevention. The studies cover several different working environments, including: (1) education; (2) medicine; (3) dentistry; (4) social services; (5) law; (6) law enforcement; (7) ministry; (8) accounting; and (9) business. Each study was conducted by different authors. A review of the research indicates a need to explore burnout in more work settings, a need for research about the relationships of stressors and burnout, and the costs that relate to each. It is hoped that within the next decade burnout will be recognized and defined the National School Boards Association. (LAP)

ED 341 161 EA 023 658

Felty, Donald, Sr.
Ohio's Choice Options: An Analysis from a Conservative Perspective.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservatism; Educational Legislation; Elementary Secondary Education; Government Role; Political Attitudes; *Politics of Education; *School Choice; *State Legislation; *Tax Credits

An analysis of Ohio's school choice options and the likelihood of their implementation from the conservative perspective is provided in this paper. The following issues are examined: conservative arguments for school choice; the extent to which conservative arguments are related to conservative movement themes; the extent to which conservative arguments threaten education; and the probability of implementation. Methodology is based on historical investigation and document analysis. A conclusion is that the three choice components of Ohio's Senate Bill 140 fail to meet the requirements of the conservative agenda because the bill offers: (1) no choice between public and private schooling; (2) no solution for funding inequities; and (3) illusions of choice. Ohio's educational establishment will resist the bill in order to justify its own existence, while the conservative agenda for choice questions the moral legitimacy of the existing system. (18 references) (LMI)

ED 341 162 EA 023 664

Robinson, Norman; Cohen, Sharon
The Effects of Partisanism in Suburban School Board Elections.
PUB DATE- Jun 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Canadian Association for Studies in Educational Administration (Kingston, Ontario, Canada, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; *Elections; Elementary Secondary Education; Foreign Countries; Political Affiliation; Political Campaigns; *Political Influences; *Political Parties; *Politics of Education
IDENTIFIERS- Burnaby School District 41 BC; Delta School District 37 BC

Findings from a study that examined the effects of partisanism on suburban school board elections in Canada are presented in this paper. The study focused on the effects of formal political parties and more loosely organized political slates on political aggregation in school board elections. Questionnaires were completed by 11 partisan school board candidates in 1987 school board elections held in the Burnaby and Delta school districts of Vancouver, British Columbia, Canada. Findings indicate that civil political parties and political slates in suburban school districts aggregated the educational attitudes

NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; *Agency Cooperation; *Behavior Disorders; Children; *Family Problems; Financial Support; Lobbying; *Mental Retardation; Needs Assessment; *Program Development; Program Implementation; *Respite Care

This conference proceedings reports on a 1989 meeting addressing respite care for families of children with mental, emotional or behavioral disorders. The conference addressed: (1) respite care concepts, programs, and issues; and (2) planning for designing, financing, and implementing state and local respite programs. The report contains the conference agenda, transcriptions of speeches and panel presentations with a biographical sketch of each speaker, state delegation worksheets, specific state delegation work session plans, a list of workshop participants, and conference evaluation responses. Concerns addressed in workshops included how to finance respite care services, how to best train respite care providers, how to pull together diverse elements in a community to advocate for respite care services, and how to actually design and implement a program. State delegations generated action plans including efforts to coordinate various interest groups, to raise the awareness in local communities, to develop advisory boards, to collect data, to lobby state legislatures for funds and reasonable standards, and to identify needs of parents. (DB)

ED 341 182 EC 300 855

Touch the Future: Discovering Abilities through Technology for Living, Learning, Working and Playing. Southeast Regional Conference (3rd, Atlanta, Georgia, April 10-12, 1991).
PUB DATE- Apr 91
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computer Oriented Programs; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Employment; Financial Support; Independent Living; Linking Agents; Play; Technological Advancement; Technology Transfer

This packet of materials was originally intended for participants in a 1991 conference on assistive technology for the disabled. After a detailed listing of the conference schedule, individual sections provide abstracts, biographical sketches, and summaries concerning the following conference topics: blending, computer labs, family, grants and funding, interactive labs, learning, living, playing, and working. Also briefly described are posters presented at the conference, the video theater, and exhibitor displays. Among topics covered are: computer programs for the traumatically brain injured, resources for employment, impact of developmental disability on a family, developing conversational interaction with the "Unicorn Board", the Alliance in Technology Access resource network, seating and mobility, supported employment and assistive technology for the severely disabled, curriculum based computerized measurement, low vision aids, the Technology Related Assistance for

Includes 32 references. (DB)

ED 341 201 EC 300 874

Job Club: The Effects of an Adapted Job Club Program on Job-Finding Performance of Learning Disabled Youth. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 430p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Planning; *Curriculum; *Education Work Relationship; Employment Interviews; High Schools; Inservice Teacher Education; Job Application; *Job Search Methods; *Learning Disabilities; Lesson Plans; Noncollege Bound Students; *Program Effectiveness; Resumes (Personal); Sex Differences
IDENTIFIERS- *Job Clubs

This document presents the final report with two attachments: a teacher training guide; and the curriculum guide for the Job Club Project, a job search curriculum for non-college bound high school students with and without learning disabilities. The study used a post-test, control group design with a total of 162 students (90 in the experimental group, of which 43 were learning disabled). The study found that substantial increases in job-seeking skills were associated with participation in the job club curriculum. Students with learning disabilities profited more from the job club training than did nondisabled students. However, participation had no significant effect on work status outcomes for either male or female students with or without learning disabilities. Also, gender differences were evident in part-time versus full-time work status. Appendices document the teacher training workshop and the student interview protocol and include a paper on the project. The teacher training manual describes the project and curriculum; identifies unit goals and activities; and details tasks involved in program implementation, evaluation, and follow up. The curriculum guide provides specific instructional guidance for the 11 units covering: introduction, self assessment, data books and application forms, the mini-resume, the resume, job leads, telephone contacts, interviews, letter writing, the structured job search, and course wrap-up. Appendixes provide forms and a bibliography of 50 items. (DB)

ED 341 202 EC 300 875

Fox, Wayne; Ross-Allen, Jane
Project TEEM Outreach: Transition into the Elementary Education Mainstream throughout Rural Vermont. Final Report. State-Wide Outreach Project: Handicapped Children's Early Education Program Demonstration Projects.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Oct 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)

EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; *Child Rearing; Educational Philosophy; *Emotional Disturbances; Fathers; Federal Legislation; Handicap Identification; *Intervention; *Mental Health Workers; Parent Associations; Parent Participation; *Parent Role; Parent School Relationship; Personal Narratives; School Role; Staff Role; Therapy

This guidebook for parents of children with emotional or behavioral disorders includes descriptions of common diagnoses and therapies, information on programs and services, and a description of the roles of various mental health professionals. Introductory sections note the extent of the problem and the importance of parents not blaming themselves. The following seven sections provide specific information addressing the following questions of parents: "How do I know if my child might have an emotional or behavioral disorder?"; "What is an emotional or behavioral disorder?"; "What kinds of programs should I be looking for or considering?"; "What types of professionals work with children who have emotional or behavioral disorders?"; "What are some of the different philosophies and therapies?"; "What help can I expect from the school district for my child with an emotional or behavioral disorder?"; and "What is my role as a parent in planning services for my child?". Two concluding sections give a father's personal account and a look to the future. Appendices list relevant organizations, suggested additional reading, statewide parent organizations, parent training and information projects, and the System of Care Model of the federal Child and Adolescent Service System Program. (Includes 15 references) (DB)

ED 341 220 EC 300 895

Jones, Deb; Martinson, Sue Ann, Ed.
Let's Prevent Abuse: A Prevention Handbook for Early Childhood Professionals and Families with Young Children, with Special Emphasis on the Needs of Children with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcohol Abuse; At Risk Persons; *Child Abuse; Child Development; Child Neglect; Cocaine; Crack; Definitions; *Disabilities; Drug Abuse; Educational Resources; *Federal Legislation; Infants; *Intervention; Prenatal Influences; Preschool Education; *Prevention; Sexual Abuse; *Substance Abuse; Toddlers; Young Children
IDENTIFIERS- Child Abuse and Neglect Reporting; *Education of the Handicapped Act Amendments 1986; Fetal Alcohol Syndrome

This handbook on preventing child abuse is intended to help families with young children, especially young children who have or are at risk for disabilities, and to help people working with such families. After an introductory section which

(Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Reading Comprehension; *Reading Rate; *Second Language Learning; *Transfer of Training

An empirical study is reported that investigated the relationship between first language (L1) and English-as-a-Foreign-Language (EFL) reading in terms of efficiency, speed, and comprehension with Chinese university students of English as subjects. Results indicate that reading speed transfers readily from L1 to EFL readers for those who are slow in reading speed, weak in comprehension, and poor in English proficiency. Transfer of reading comprehension is much less predictable regardless of reading abilities and English proficiency. However, English proficiency is a fairly good predictor of English reading efficiency for the more proficient readers, particularly those with good comprehension. These findings shed light on the issue of whether EFL reading is a reading problem or a language problem. The study also suggests that transfer might best be viewed as a continuum in which some reading components are more easily transferred than others. Pedagological implications of the study are discussed. Contains 13 references. (Author/LB)

ED 341 238 FL 019 990

Duncan, Annelise M.
Grammar: Should the Skeleton Stay in the Closet?
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Grammar; Higher Education; High Schools; *Language Proficiency; Language Teachers; *Second Language Instruction; *Second Language Learning; Sentence Structure; Teaching Methods

The task of teaching grammar in language courses is difficult because many American students lack a thorough grounding in the structure of their own language that could serve as a model framework for learning the grammar of another. It is helpful therefore for language teachers to stress parallel structures in the two languages, and to introduce grammar as early as the first day or two of class. No progression can take place without the tools that grammar provides. Although the particular instructional needs change with the learner's level, they do not end after 2 years of study. In order to progress towards mastery, grammar must play a part in all language activities on all levels. Various ways are suggested for facilitating grammar learning and strategies for reinforcement appropriate to different levels, without losing sight of the fact that grammar is only the skeleton. (LB)

ED 341 239 FL 019 991

Duncan, Annelise M.
Write Makes Might: A Case for the Neglected Skill.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; German; Grammar; Higher Education; *Second Language Instruction; *Second Language Learning; Teaching Methods; *Writing Exercises; *Writing Skills; *Written Language

by Jacobson (1990) as its point of departure, this study used English-as-a-Second-Language (ESL) students to investigate the potential of the cloze procedure and of group work for learning, including its usefulness as an instructional or self-instructional procedure for language skills. Cloze procedure involves the deletion of words from a passage of text and the evaluation of the responses supplied by the reader in order to fill in those deletions. The study examined the extent to which gains made in group work were internalized and retained or built upon by individual students, and the potential of the cloze procedure, or group/cooperative work, and of repetition/repeated exposure to a problem in promoting learning in the absence of teacher input. Results suggest a very productive, though not always easy to define, role played by the group work in fostering improved performance, at both the group and later individual stages, among the strongest as well as the less able students. (LB)

ED 341 260 FL 020 030

Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, District of Columbia, September 10-12, 1990).
PUB DATE- Sep 90
NOTE- 522p.; For individual papers, see FL 020 031-040.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bilingualism; Bilingual Teachers; Demography; Early Childhood Education; Elementary Secondary Education; Higher Education; *Language Research; Language Tests; *Limited English Speaking; Literacy; Primary Education; Second Language Instruction; *Second Language Learning; Special Education; Student Evaluation; Teacher Education; Teacher Supply and Demand
IDENTIFIERS- Content Area Teaching

Ten research papers are presented that were commissioned by the Office of Bilingual Education and Minority Languages Affairs for the 1990 research symposium on issues related to Limited-English-Proficient (LEP) students. Responses from 20 practitioners who served as discussants at the symposium are included in the proceedings. Topics range from demographics to methodology, language teaching, early childhood, and assessment. (LB)

ED 341 261 FL 020 031

Hamayan, Else V.
Preparing Mainstream Classroom Teachers To Teach Potentially English Proficient Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 23p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Demography; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Instructional Improvement; *Limited English Speaking; Mainstreaming; *Second Language Instruction

DESCRIPTORS- *Business Communication; *Discourse Analysis;
*English (Second Language); *Finnish; Foreign Countries;
Interpersonal Competence; Oral Language; *Sociolinguistics;
*Standard Spoken Usage; Telephone Communications Systems;
Uncommonly Taught Languages
IDENTIFIERS- *Conversation; Finland

Research on spoken discourse that was conducted for three master's theses at the University of Oulu is summarized. The studies were as follows: (1) an examination of linguistic strategies realized in business negotiations, based on an analysis of six recordings of simulated negotiations between eight Finnish engineers and a native speaker of English; (2) an analysis of telephone conversations between a group of Finnish employees and a native speaker of English, in which the gambit classification of Edmondson and House was used to study conversation management and gambits with reference to turns, topic transitions, and mitigation; and (3) a study of various areas of social competence (activity, idiomaticity, orientation, and politeness) based on informal conversations between Finnish engineers and researchers and a native speaker of English. Results of the business negotiation study showed that Finnish subjects were unaware of the importance of chat in the English-speaking culture. In the telephone conversation study, shortcomings in the Finnish subjects' operational language use (i.e., their ability to manipulate the flow of the conversation toward a goal while the interaction was in progress) were found. The informal conversation study showed a low level of relative activity and initiative of the Finnish participants. Contains 3 references. (LB)

ED 341 281 FL 020 051

Heilala-Rasimov, Taru-Maija; Vesanen, Jarna
Teaching Cultural Competence in the English Language Classroom in Finnish Schools.
PUB DATE- 91
NOTE- 6p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness;
Elementary Secondary Education; *English (Second Language);
Finnish; Foreign Countries; *Intercultural Communication;
Language Teachers; *Second Language Instruction; *Teacher
Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Finland

A small study to investigate cultural instruction in Finnish schools is reported. Twelve randomly selected teachers of English were interviewed concerning their attitudes about the importance of cultural studies, how they implement cultural studies, and problems in presenting cultural instruction in the classroom. The interviews suggest that the majority of the teachers have good intentions concerning cultural instruction and are willing to include it in their teaching, but that their training to do so had been minimal. It is concluded that while some cultural items are provided in the English lessons, cultural competence as an underlying basis for all language teaching does not seem to be acknowledged in Finnish schools. (LB)

ED 341 282 FL 020 052

NOTE- 104p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Behavioral Objectives; *Building Operation; Certification; Competency Based Education; Equipment Maintenance; Foreign Countries; Heating; Job Performance; Job Skills; Job Training; *Machine Repairers; *Mechanics (Process); Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards; Ventilation
IDENTIFIERS- *Building Maintenance Personnel; Ontario; Tools

These training standards for building maintenance mechanics are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Seventeen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) protect self ; (2) work safely in the job environment; (3) practice good housekeeping; (4) use hand and power tools; (5) work at a bench; (6) operate lifting devices; (7) work on ladders and scaffolds; (8) maintain ventilation systems; (9) maintain heating systems; (10) maintain laundry systems; (11) maintain pumps; (12) maintain compressors; (13) maintain water treatment system; (14) operate oxyacetylene cutting equipment; (15) maintain interiors of buildings; (16) maintain roofs; and (17) maintain building exterior. A competency analysis profile chart is attached. (NLA)

ED 340 832 CE 059 191

Native Residential Construction Worker. Apprenticeship Training Standards = Construction residentielle autochtone. Normes de formation en apprentissage.
PUB DATE- Jul 91
NOTE- 115p.; Developed in response to training needs identified by the United Council Chiefs of Manitoulin. Two introductory paragraphs are written in Native language.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Behavioral Objectives; *Building Trades; *Canada Natives; Certification; Competency Based Education; *Construction (Process); Construction Management; Construction Materials; Equipment Maintenance; Foreign

collection procedures were used: unstructured interviews, structured interviews, critical incidents interviews, paired problem solving, cognitive style assessment, DYSIM (Dynamic Simulator) performance modeling, and DYSIM structured problem solving. This first phase resulted in the identification of 12 primary tasks, a mental model representing expert controllers' organization of domain knowledge, three categories of controller strategies, a hierarchy of goals and a set of methods used by experts to achieve those goals. The findings were used to specify the instructional content and sequencing for the Federal Aviation Administration's new en route air traffic control curriculum. (Appendixes include the following: 28 references; structured interview questions; scenarios for DYSIM performance modeling and structured problem solving; a summary of critical incident types; paired problem solving comparison diagrams and dictionary; a report of COGNET (cognitive network of tasks) analysis; problem-solving analyses of expert, intermediate, and novice groups; and statistical analyses of cognitive style assessments.) (YLB)

ED 340 850   CE 059 913

Rains, Larry
Engine Performance (Section C: Emission Control Systems). Auto Mechanics Curriculum Guide. Module 3. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 90
NOTE- 152p.; For other modules in this series, see ED 317 715-716, ED 317 839, and ED 325 681-685.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; Heating; High Schools; Lesson Plans; Postsecondary Education; Power Technology; *Small Engine Mechanics; State Curriculum Guides
IDENTIFIERS- *Emission Control Systems; *Missouri

This engine performance (emission control systems) module is one of a series of competency-based modules in the Missouri Auto Mechanics Curriculum Guide. Topics of this module's five units are: positive crankcase ventilation (PCV) and evaporative emission control systems; exhaust gas recirculation (EGR); air injection and catalytic converters; inlet air temperature and intake manifold heat controls; and spark timing and idle speed controls. Unit 1 includes three lessons: PCV system fundamentals and service; construction and operation of evaporative emission control systems; and servicing evaporative emission control systems. The two lessons in unit 2 cover EGR operation and EGR service. Lessons in unit 3 cover construction/operation of air injection systems and catalytic converters and air injection and catalytic converter diagnosis and repair. Unit 4 contains two lessons, one on heated air inlet systems and the other on intake manifold heat controls. Lessons in unit 5 are on spark timing controls and idle speed controls. Each module of the Auto Mechanic's Curriculum Guide contains seven major components: competency profile; unit and specific objective sheets; information sheets; assignment sheets; job sheets; tests and answers; and a cross-reference table. Each module is packaged in three parts: an instructor's guide, a student reference, and student work sheets. The color-technical support needs of small manufacturing companies in Ohio. Data were obtained from nine service areas of Ohio's two-year educational institutions to determine what human, technical, and physical assets campuses should make available. A survey instrument was designed to provide separate data for management, supervisors, technical support, and other employees. Data from 519 companies indicated that the most requested need was for process change training, which included statistical process control, just in time, computer-integrated manufacturing, hazardous materials handling, and quality control. The five most frequent topic areas indicating needs for training, retraining, or consulting were as follows: (1) for managers--process change, management information systems, management, human relations and strategic planning; (2) for supervisors--management, process change, management information systems, human resource development, and communication; (3) for technical support employees--process change, human resource development, testing, systems maintenance, and management information systems; and (4) for other employees--process change, machine operation, technical systems operators, systems maintenance, and maintenance and set-up. The following were the top five areas requested by companies for technical support: statistical process control, hazardous materials, computer-assisted design, just in time, and computer systems. Recommendations for training programs were developed. (Appendixes include definitions and the survey instrument.) (YLB)

ED 340 868 CE 059 973

Petersen, Dale F.
Comparing Selected Characteristics, Competency, and Performance in the Clinical Setting of Associate Degree, Diploma, and Baccalaureate Prepared Registered Nurses: A Review of Related Research.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- Dec 88
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Associate Degrees; *Attitudes; Bachelors Degrees; *College Programs; Degree Requirements; Educational Change; Higher Education; Job Performance; *Nurses; *Nursing Education; *Outcomes of Education
IDENTIFIERS- American Nurses Association

A literature review was conducted to find evidence that bachelor-degree prepared registered nurses (RNs) perform sufficiently better than associate degree or diploma-prepared RNs to justify a change in status proposed by the American Nurses Association. Three computer databases were searched as well as the Cumulative Index of Nursing and Allied Health Literature. The search identified, among other research, three earlier reviews conducted in 1979, 1981, and 1983, respectively. All three reviews reported little evidence of differences in graduates of the three types of programs. Although some studies show differences among graduates in some variables, the current review found no evidence that any type of graduates should be rated better or higher than others. The study also found that the majority of RNs do not support the proposed changes in nurse status. The review concluded that the entry into nursing proposal advanced by the American Nurses Association must be seriously questioned in terms of need, appropriateness, and

PUB DATE- Sep 91
NOTE- 92p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Behavioral Objectives; Certification; Competency Based Education; Computer Assisted Manufacturing; Equipment Maintenance; Foreign Countries; Hand Tools; Job Performance; Job Skills; Job Training; Machine Tool Operators; Machine Tools; *Machinists; Numerical Control; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards
IDENTIFIERS- Ontario

These training standards for general machinists are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Ten training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) protect self and others; (2) plan and prepare for job; (3) prepare and operate support equipment; (4) set up/operate saws; (5) set up/operate drilling machines; (6) set up/operate lathe machines; (7) set up/operate grinding machines; (8) set up/operate milling machines; (9) set up and verify numerical control (NC) program and tooling for new part; and (10) set up/operate NC machines. A competency analysis profile chart is attached. (NLA)

ED 340 887 CE 060 034

Mould Maker. Apprenticeship Training Standards = Confection de moules. Normes de formation en apprentissage.
PUB DATE- Aug 91
NOTE- 120p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Behavioral Objectives; Certification; Competency Based Education; Computer Assisted Manufacturing; Equipment Maintenance; Foreign Countries; Hand Tools; Job Performance; Job Skills; Job Training; Machine Tool Operators; Machine Tools; Numerical Control; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards; *Tool and Die Makers

guide; student application package; recruitment materials; employer information booklet; minutes of advisory committee meetings; quarterly reports to the Department of Education; summary of industry evaluation; summary of student evaluations; curriculum revision; third-party program evaluation; and project description.) (YLB)

ED 340 904 CE 060 091

Lukensmeyer, Carolyn J.
The Global Imperative: Rethinking the Economy, the Environment, and Education.
PUB DATE- 18 Jun 91
NOTE- 9p.; Paper presented at the Mid-America Competency-Based Education Conference (Columbus, OH, June 18, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; Competency Based Education; Competition; Ecological Factors; *Economic Development; *Environmental Influences; *Global Approach; Information Utilization; Labor Force Development; *Linking Agents; Participative Decision Making; Quality of Life; Scientific and Technical Information; Teacher Influence; Technology Transfer

The global imperative is acting on the reality that people's survival, the planet's existence, and the quality of humanity requires change in the relationship between economic development and environmental redevelopment. The destructive patterns of shortsighted global economic development warrant rethinking of the link between the economy and the environment. Educators, who hold the key to competition within the global marketplace, should institutionalize the global imperative by exploring critical aspects of building a high quality work force through competency-based education and training. New ways to think about education and training allow educators to teach global citizenship within the context of global economic development. In building a curriculum for responsible global citizenship, four approaches should be examined: all economic development has environmental consequences; an economic system must generate surpluses and technical knowledge; a political system that secures effective participative decision making should be nurtured; and a production system that preserves the ecological base for development should be fostered. (NLA)

ED 340 905 CE 060 092

Cornell, Sylvia Ryce; Ziegenhals, Robert
Forging Links that Bind: Quality Partnerships between Educators and Industry.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; *Educational Cooperation; Educational Quality; High Schools; Organizational Effectiveness; Postsecondary Education; Productivity; *School Business Relationship; *School Effectiveness; Technological Advancement
IDENTIFIERS- *Partnerships in Education

Memory; Metacognition; Reading Instruction; *Reentry Students; Refresher Courses; Schemata (Cognition); Short Term Memory; Teaching Guides

This guide is designed for those teaching return-to-study courses for adults. It is divided into two parts. A course guide begins by explaining why past approaches for equipping students for academic success are unhelpful. The approach used in this guide is described by drawing on cognitive psychology, especially about short- and long-term memory, schemas, and metacognition. The course guide concludes with a one-page "Reflections Sheet" designed to help users confirm their understanding of the ideas and help them to develop their own repertoire of anecdotes, examples, and reflections about learning. Part 2 consists of session guides covering five areas: learning and short-term memory, long-term memory and revising, teacher cues and academic knowledge, libraries and the Dewey system, and reading and the structure of books. Each session guide provides a variety of resources to assist in teaching a 3-hour session. A guide lists the key points of the session and provides the following: sample lesson plan with summary checklists; more detailed background information on the main ideas for the session; teaching notes to suggest ways of presenting the course; and copies of homework sheets, handouts, and overhead project slides. Each session concludes with a one-page reflections sheet. Anecdotes about learning to learn and quotations are included throughout the manual, set off in boxes. (YLB)

ED 340 924 CE 060 136

Fingeret, Hanna Arlene
Literacy in the USA: The Present Issues.
PUB DATE- 5 Dec 91
NOTE- 11p.; Paper presented at the Future of Literacy and the Literacy of the Future Conference (Hamburg, Germany, December 5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Community Control; Community Development; *Educational Improvement; Educational Policy; *Literacy Education; *Policy Formation; Political Attitudes; Political Influences; Political Issues; *Social Action

Empowering grassroots efforts in literacy is paramount in the literacy education movement. Six issues face literacy work, research, and policy in the United States today: (1) although there are many exciting and innovative literacy projects being conducted, their lessons are unexamined and they are not part of a larger organizing strategy; (2) although there are a number of leaders in the literacy field, their positions are fragile and their work is hindered by reliance on a traditional notion of leadership; (3) participatory research is barely acknowledged in the United States, although it is used in other countries; (4) the literacy experience for most learners is separate from social issues such as racism, sexism, class inequality, and poverty; (5) there is a continuing naive faith in the power of information to transform political structures; and (6) the central policy question has to shift from "how many" to "how does change happen?" The literacy field must work cooperatively with other fields that are committed to securing basic human rights and social justice. It must find ways to support the small but important changes that are happening, and

ED 340 942 CE 060 219

Zarghami, Ali; Benbow, Don
Workbook for Taguchi Methods for Product Quality Improvement.
PUB DATE- 87
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Error Correction; Inspection; Manufacturing; Mathematical Applications; Orthogonal Rotation; *Performance; Postsecondary Education; Probability; *Quality Control; Statistical Analysis; *Technical Education
IDENTIFIERS- *Taguchi Methods

Taguchi methods are methods of product quality improvement that analyze major contributions and how they can be controlled to reduce variability of poor performance. In this approach, knowledge is used to shorten testing. Taguchi methods are concerned with process improvement rather than with process measurement. This manual is designed to be used as an instructional aid in a workshop or course on Taguchi methods. It contains the following six sections: intuitive approach to the key issues of process control; introduction to the loss function; introduction to experimentation; introduction to orthogonal arrays; introduction to interactions; and a case study. An appendix contains orthogonal arrays and linear graphs and derivation of the loss function. Transparencies are provided for all key elements of the discussion, with space for participants to fill in the blanks. (KC)

ED 340 943 CE 060 224

Technical Update for Vocational Agriculture Teachers in Secondary Schools. Final Report.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- 87
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Supplies; *Inservice Teacher Education; Lesson Plans; *Marketing; *Pests; Plants (Botany); Postsecondary Education; Program Implementation; Secondary Education; Teaching Methods; Transparencies; *Vocational Education
IDENTIFIERS- Iowa

A project provided ongoing opportunities for teachers in Iowa to upgrade their expertise in agribusiness management using new technology; production, processing, and marketing agricultural products; biotechnology in agriculture; and conservation of natural resources. The project also modeled effective teaching methods and strategies. Project activities included the following: (1) an inservice program on agricultural marketing and futures held at five locations, featuring a presentation, a teleconference, and distribution of new teaching materials; (2) a program on integrated pest management at a university in cooperation with the extension service; (3) computer seminars on the use of agricultural information and networking services in teaching financial management at five locations; (4) a 2-day fruit, vegetable, and sod program; and (5) individualized assistance provided by telephone and in person. A total of 254

Research Associates, Champaign, Illinois; (3) Betty A. Downes, Chair, New Mexico Juvenile Justice Advisory Committee, Santa Fe, New Mexico; (4) Alice King, Former Chair, New Mexico Juvenile Justice Advisory Committee, Santa Fe, New Mexico; (5) Orlando Martinez, Associate Director, Family and Children Services, Department of Institutions, Denver, Colorado; (6) Vicki Neiberg, National Coalition of State Juvenile Justice Advisory Groups, Lansing, Michigan; (7) Dennis Noonan, Our Town, Tucson, Arizona; (8) Dan Prince, Chief of Planning, Division of Children and Families, Department of Human Resources, State of Nevada, Carson City, Nevada; and (9) Robert E. Shepherd, Jr., Chair, Reauthorization Committee, National Coalition of State Juvenile Justice Advisory Groups, Richmond, Virginia. (ABL)

ED 340 962 CG 023 917

Juhasz, Anne McCreary; Yue, Meng
Significant Others of U.S. White, Black, and Chinese Early Adolescents.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Catholic Schools; Chinese Americans; Differences; Ethnic Groups; Intermediate Grades; Junior High Schools; *Preadolescents; *Self Esteem; Sex Differences; *Significant Others; Students; Whites

Recently the role of significant others in the formation of adolescents' feelings of self-esteem has received considerable attention. This study compared the significant others of White (N=77), Black (N=52), and Chinese American (N=48) 10- to 12-year-old Catholic school students. Subjects were asked to state the first, second, and third, most important persons in their lives and to rate whether that person usually made them feel from very good to bad. For all groups, a larger percentage of boys than girls placed parents as first to third in significance. For Black females, parents as first choice was the lowest percentage. For the first choices, Black males had the highest parent percentage. Rank order of first choice was consistent across sex and race; mother first, father second with one exception, with Black females placing relatives second. When the first three choices were combined, the first choice order prevailed with one exception. For Chinese females, relatives and then mother was the order. Relatives wre much less important to White adolescents, failing to appear in the top-ranking three. For the Chinese, they were extremely important, especially to the girls. Siblings did not emerge as significant others. No Black male or Chinese female viewed a friend as most significant. Teachers were not very significant at all, but when they were, it was for White females and Black and Chinese males. (ABL)

ED 340 963 CG 023 918

Juhasz, Anne McCreary
Significant Others and Self-Esteem of American and Australian Early Adolescents.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Career Development; *Career Guidance; Elementary Secondary Education; Guidelines; Models; School Counseling; *School Guidance; *Skill Development; *State Standards
IDENTIFIERS- *Oklahoma

This guidebook presents important reference information for guidance and counseling professionals in Oklahoma as they work to strengthen the career guidance components in a comprehensive developmental guidance program in the public schools, K through 12. The purpose of the guide is to provide a convenient way for users to relate "Building Skills for Tomorrow: A Developmental Guidance Model," and the National Career Development Guidelines. The guide is divided into sections on learning competencies, personal/social competencies, and career/vocational competencies for each of three grade levels: elementary, middle/junior high, and high school. For each section, state competencies outlined in the "Oklahoma Guidance Model: Building Skills for Tomorrow" are shown in boxes. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies. It is hoped that the guidebook will provide a convenient reference to illustrate the relationship between the competencies of the two models and that, together, the two models will provide the framework to develop a truly excellent comprehensive developmental guidance and counseling program. (NB)

ED 340 982 CG 023 938

Maertens, Rita
Youth Research in West and East. Special Report. German Youth Institute Offers Benefit of Its Experience. Sozial-Report.
PUB DATE- Jan 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Foreign Countries; *Human Services; *International Cooperation; *Public Policy; World Problems; Youth Problems; *Youth Programs
IDENTIFIERS- Germany

This social report concerns the efforts of the German Youth Institute in working with other institutes and with other countries to develop youth policies and programs. It begins by describing German and Soviet youth researchers working together to develop a concept for a long-term youth policy based on democratic structures. The German approach to youth services and youth policy is briefly reviewed and policy changes needed to keep pace with the growing individualization of lifestyles are addressed. The German Youth Institute, with its eight departments of Youth Services, Youth and Work, Youth and Politics, Girls and Women Research, Family/Family Policy, Children and Child Care, Media and New Information Technologies, and Social Reporting and Documentation, is described as a mediator between field workers, researchers, and politicians. Lecture activities, publications, and research efforts of the institute are described and international cooperation between the German Youth Institute and a number of other countries in conducting research is discussed. The document concludes by noting that German assistance is being discussed in Latin America for the development of youth services and youth policies in Argentina and Chile and for projects with Costa Rica and Uruguay. (NB)

ED 340 983 CG 023 939

Family Violence" (Brenda A. Miller); (9) "Drug-Related Violence and Street Prostitution" (Claire E. Sterk, Kirk W. Elifson); (10) "Drug Disorder, Mental Illness, and Violence" (Karen M. Abram, Linda A. Teplin); (11) "Who's Right: Different Outcomes When Police and Scientists View the Same Set of Homicide Events, New York City, 1988" (Patrick J. Ryan, Paul J. Goldstein, Henry H. Brownstein, Patricia A. Bellucci); and (12) "Summary Thoughts about Drugs and Violence" (James J. Collins). (LLL)

ED 341 001   CG 023 958

Linden, Mary Frances
Attitudes toward Alcohol Use and Abuse in a Rural School.
PUB DATE- 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Drinking; High Schools; High School Students; Incidence; Parent Attitudes; Rural Environment; *Rural Youth; *Student Attitudes; Teacher Attitudes; Youth Problems
IDENTIFIERS- Texas

This study examined patterns of alcohol consumption by students in a rural Texas high school. Questionnaires and interviews were conducted with students, teachers, and parents. Discussions were conducted and taped during a planned "Alcohol Awareness Week." Teacher and parent responses were sought to questions directed at their feelings about the effects of alcohol on students, families, school, and community. In general, students were found to look upon their drinking as social, tension-reductive, and reflective of the behavior patterns of their parents and extended families, as well as peers. Community law enforcement was described as very lax, allowing the students to have weekend beer bashes regularly. Some students indicated that serious drinkers do exist in the community. The effects of alcohol were profound and negative in the teachers' opinions, affecting the students' discipline, performance in school, self-concept, and discipline both at home and in school. There was general consensus that alcohol has profound effects on families, ranging from divorce, uncomfortable home environment, and alienation, to economic instability. Most of the parents reported that they and their children do not drink at home or away from home, nor do their children drive under the influence of alcohol. However, they indicated that they worry about peer influence leading them to drink. Survey data corresponded closely with the findings of a statewide survey, although alcohol consumption was higher. (LLL)

ED 341 002   CG 023 959

Gopelrud, Eric N., Ed.
Preventing Adolescent Drug Use: From Theory to Practice. OSAP Prevention Monograph-8.
PUB DATE- 91
NOTE- 188p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Alcohol Abuse; At Risk Persons; Drinking; Drug

process, store, create and transmit images which can be distributed via fiber optics networks in a manner similar to the voice communications of today. Thus, the capabilities of today's video and computer telecommunications technologies will be combined into a single technology. The question is how best to use it in a given situation. Designing instruction which is accessible, which makes learning a concrete experience, which provides an interactive learning environment, and which encourages learner control are important features of reading education in a society in which literacy is a national concern. Video-based telecommunications which have potential applications for reading education are satellite, broadcast, and cable. Such facilities are accessible and their concreteness facilitates the association process required for verbal learning. Their only drawback is the lack of interactivity. Commuter mediated communications such as E-mail, bulletin boards, conferencing, and file transfer are becoming increasingly accessible and interactive, but lack the concreteness of the video-based technologies. Oklahoma State University's Arts and Science Teleconference Network, for example, offers a series of satellite teleconferences on remedial reading, targeting middle school and elementary students. The Whole Language Network for teachers on the Educational Native American Network (ENAN) is an example of a computer network which is used to share curriculum materials and ideas. (One appendix of telecommunications resources is attached.) (PRA)

ED 341 021 CS 010 795

McCoy, Donna; And Others
Surveys of Independent Reading: Pinpointing the Problems, Seeking the Solutions.
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Independent Reading; Junior High Schools; Middle Schools; *Reading Attitudes; Reading Habits; Reading Research; *Recreational Reading; School Surveys
IDENTIFIERS- Kentucky

A study surveyed independent reading habits and identified causal factors related to the decline in independent reading from middle school to college. Subjects, 100 students enrolled in a developmental reading course at a state-supported university in Kentucky, completed a 19-item survey instrument. A second survey was developed due to the results of the college survey which indicated a decrease in recreational reading at the seventh- and eighth-grade levels. Subjects in the second survey, 80 seventh- and eighth-grade students enrolled in a middle school located in a small university community and 79 subjects enrolled in a rural county middle school, completed a 25-item survey with questions similar to those on the college-level survey. Results of both surveys indicated that: (1) there was a significant decrease in recreational reading at the seventh- and eighth-grade levels; (2) a majority of students reported that they enjoyed reading independently as elementary students; and (3) recreational reading ranked among the lowest of leisure activities. Findings suggest that low reading proficiencies of college students may be the results of a always apparent) are as follows: Snoring, waking and inability to go back to sleep, falling asleep, insufficient sleep, inability to go to sleep alone and waking too early. There are also psychiatric conditions and those that relate to organic condition. One final type of problem is drugs and alcohol. Sleep problems in children relate to reading. (PRA)

ED 341 039 CS 010 816

The Assessment of Print Materials. Individualized Inservice Packet Number I. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 33p.; For other packets in the series, see CS 010 817-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Reading; Independent Study; Inservice Teacher Education; Junior High Schools; *Readability; *Reading Ability; Reading Diagnosis; *Reading Material Selection; *Student Evaluation; Teacher Improvement; *Textbook Evaluation
IDENTIFIERS- Ohio

This individualized inservice packet provides teachers with guidelines for the meaningful selection and assessment of print materials, so that they may locate and utilize the appropriate reading content for individual students. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format, intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's five sections deal with: (1) assessing the reading competencies and interests of individual students; (2) determining the readability level of print materials; (3) analyzing print materials for readability factors which will influence reading difficulty; (4) adapting content so that it is appropriate for students of varied reading ability; and (5) evaluating basic text. A self-corrective post test, a glossary, and a 62-item bibliography are attached. (SR)

ED 341 040 CS 010 817

The Assessment of Student Groups. Individualized Inservice Packet Number II. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 33p.; For other packets in this series, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Reading; Educational Testing; Independent Study; Inservice Teacher Education; Junior High Schools; *Reading Diagnosis; *Student Evaluation; Teacher Improvement
IDENTIFIERS- Ohio

This individualized inservice packet on the assessment of student groups is intended to assist the individual teacher and the total staff to analyze the reading competencies of students in order to differentiate instruction and utilize appropriate

ED 341 060 CS 213 142

Spiegel, Lisa A.
Usage Revisited: A Comparison of Business Persons' and Educators' Responses to Choices in the English Language.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; Elementary Secondary Education; *Language Attitudes; Language Research; Language Standardization; *Language Usage; Occupational Surveys; Sex Differences; Teacher Attitudes
IDENTIFIERS- *English Teachers

A study examined the attitudes of English educators and professional business persons concerning non-standard English-language usage. Subjects, equal numbers of male and female members of the National Council of Teachers of English and members of the Chamber of Commerce, responded to a questionnaire containing 66 sentences, each containing an example of non-standard usage. Subjects used a numerical scale to indicate the degree to which each non-standard usage bothered them. Data were analyzed using a series of analyses of variance. Results indicated: (1) business persons displayed a less conservative attitude concerning usage than did educators; (2) there was no relationship between attitude usage score and age; and (3) males had a higher tolerance of usage deviations than did females. Findings suggest that it is unrealistic for educators to teach strict language usage exclusively because it is not used exclusively. (Seven tables of data are included; the questionnaire is attached.) (RS)

ED 341 061 CS 213 143

Jenkinson, Edward
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; *College School Cooperation; *Computer Networks; Electronic Mail; Intermediate Grades; Junior High Schools; Writing Achievement; Writing Evaluation; *Writing Instruction
IDENTIFIERS- ERIC Digests; Indiana; *Writing Conferences

During the summer of 1990, a university English education professor in Indiana responded to the writing of 20 fourth through seventh graders via a computer installed in his home. The students wrote daily anything ranging from a 3-line haiku to 10-20 computer-screen stories. The classroom teacher took the students through the steps in the writing process, suggesting topics and writing modes where appropriate. All of the students' writing was sent daily by computer network to the professor, who responded to each piece. More than half of the students incorporated some, if not all, of the professor's suggestions in their revisions. After responding to 263 pieces of writing, the professor now has no doubts that students at

Theory; Debate Tournaments; *Intrinsic Justification

Such terms as "intrinsic justification," "intrinsicness," and "intrinsicality" are increasingly being heard in academic debate circles. Intrinsic justification consists of an argument which focuses evaluation of a resolutional term on the term's definitional contours. Essential qualities are defining characteristics that establish that an object or concept is a member of a larger category. The theory argues that for the sake of clash, debate should center on definitive qualities. Unfortunately, some advocates have misapplied the general notion of intrinsicness. There is a misconception that intrinsic justification delimits debate, promoting constantly shifting debate. The limits actually are the restrictions on the resolutional term's meaning. Another misconception suggests that if there are other causes to the harm or benefit claimed by one side, that harm or benefit is said to be "not intrinsic" to the asserted resolutional link. This claim confuses intrinsicness with uniqueness. Some argue wrongly that intrinsic justification ignores context. Furthermore, critics wrongly assume that intrinsic justification presumes to create essential definitions, that it amounts to either essentialism or the concept of a world of ideal forms, or that it seeks to foist some idea of phenomenological truth on debate. Properly conceived, intrinsic justification has potential in locating common ground and encouraging clash in debate by grounding discourse in the essential definitional components of a proposition's language. (Twenty-six references are attached.) (SG)

ED 341 081 CS 507 669

Sanders, Wayne

Ante-Publication Rights and Fair Use: Free Speech, Copyright and the Four Factors.

PUB DATE- 2 Nov 91

NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Authors; *Copyrights; *Court Litigation; *Freedom of Speech; *Legal Problems; Publishing Industry; *Writing for Publication; Writing Research

IDENTIFIERS- Copyright Law 1976; First Amendment; Supreme Court; United States Constitution

This paper explores the rights of authors before publication of their works, if those works are to be published at all, and how these rights might yield to fair use of the works by other authors. Firstly, the paper examines the interests at stake of the three main groups involved: authors, the public, and people who wish to quote or closely paraphrase an author's work. Secondly, it discusses the rationale for copyright protections, fair use, and the first amendment, focusing on the Constitution and on the Copyright Act of 1976. Thirdly, the paper analyzes three recent decisions of the Supreme Court and the Second Circuit which involved quotations from unpublished works, looking at the facts of the three cases, the threshold copyrightability of the infringed material, and the four traditional fair use factors (purpose of the use, nature of the copyrighted work, amount and substantiality of the portion used, and the effect on the market). The paper's final section discusses the implications of these decisions, concluding that, gender equity. Each of the 1,179 book reviews scanned was coded for year, journal editor's sex, author's sex, placement of the review in the section, space allocated to the review, if the review was of one book or a group of books, the content area of the book, reviewer's sex, journal, if the reviewer's name appeared in the table of contents, and the book editor's sex. Extensive results for the journals both singly and combined included the findings that: (1) female authors were not reviewed at the same rate as male authors in the three journals studied; (2) the majority (68.9%) of book reviewers were male, with reviewer gender relatively balanced in "Text and Performance Quarterly," somewhat balanced in "Communication Education," and clearly not balanced in the "Quarterly Journal of Speech"; and (3) female reviewers were more likely than males to review female written books. (Two graphs of data are included.) (SR)

ED 341 100 CS 507 707

Hubbard, Bryan K.
Dropping the Bomb in CEDA.
PUB DATE- Oct 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; *Debate; Higher Education; Identification (Psychology); *Nuclear Warfare; *Persuasive Discourse; *Public Speaking; Rhetorical Criticism
IDENTIFIERS- Burke (Kenneth); *Debate Theory; *National CEDA Tournament

Given a choice of one argument, most Cross Examination Debate Association (CEDA) competitors would choose the nuclear war scenario, which attempts to capitalize on apocalyptism. A three-stage methodology can be applied to apocalyptic appeals. First is an application of the concept of universal audience, composed of all reasonable and competent people. A debater makes a good argument by satisfying the universal audience's motivations. The second tier of the methodology, psychological force, comes from the debater's use of the inherent power behind apocalyptic appeals. Debaters empower judges by enabling them to decide on an apocalyptic issue. Kenneth Burke's terms--identification, hierarchy, and transcendence--underscore the final stage of the methodology. Debaters must: (1) structure appeals to underscore identity with the audience; (2) use hierarchy to explain how a round should be decided; and (3) provide transcendence by enabling judges to choose the side that best prevents the apocalypse. Two case studies from elimination rounds of the CEDA National Tournament demonstrate how these methodological concepts are manifested. Understanding the mechanisms of apocalyptism can highlight the educational value of such appeals for debaters. Increased awareness of apocalyptic appeals among debaters, judges, and lay folk can only better serve CEDA, forensics, and society. (Fourteen references are attached.) (SG)

ED 341 101 CS 507 708

Hubbard, Bryan
The Negative Effects of Using Apocalyptism on Debate.
PUB DATE- Oct 91

showed that investment of time and money paid off. Staff showed high commitment to the "all kids can learn" goal. Time to process new information was the biggest contributor to changing beliefs. Teacher skills were beginning to grow, and student indicators showed a definite need to continue improvement efforts. Student feelings of success declined in all areas from grade 3 to grade 12, especially in self-esteem; the researchers attribute this decline to past practices. Areas deserving greater attention include staff expectations, community support, time for training and teaming, and student and staff feelings of efficacy. Pasco also learned some valuable lessons regarding the assessment process. (6 references) (MLH)

ED 341 120 EA 023 527

Nyland, Larry
One District's Journey to Success with Outcome-Based Education.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Equal Education; *Goal Orientation; *Program Implementation; *School Effectiveness; Student Evaluation; Success; Teamwork
IDENTIFIERS- *Outcome Based Education; *Pasco School District WA

Before implementing its Outcome Based Education process, Pasco (Washington) progressed through three readiness stages paralleling the steps for good time management. Following a teacher strike, stage I involved taking care of essentials, such as rebuilding the relationship with teachers, cleaning up the grounds, and rewriting the district policy manual. During stage II, Pasco initiated win-win bargaining, a new teacher evaluation process, and an effective schools program. During stage III, the District intensified its search for efficiency, and finally decided on the OBE process developed by John Champlain. Based on the premise that all students can learn, OBE provided impetus for developing a new vision, training teachers, discovering "best knowledge," focusing on results or outputs, removing barriers to success, and developing teaching teams. The project succeeded because of strong board commitment, a 2-year investment in refining vision and beliefs, productive union meetings, and reliable consultation. The process could have been improved by earlier parent involvement, concentration on measurable student outcomes, celebration of small accomplishments, and greater investment in principal training and feedback. Five figures charting OBE goals and elements are appended. (33 references) (MLH)

ED 341 121 EA 023 541

Tedesco, Janis E.
Catholic Schools and Volunteers: A Planned Involvement.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Community Involvement;

universally, and that research will have provided society with cost-effective intervention programs that focus on the identification and prevention of burnout, and human resource management. (301 references) (LAP)

ED 341 141 EA 023 617

Jackson, Debra; And Others
Educative Values and Administrative Action: Practitioners Redefining Their Organizations.
PUB DATE- Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; *College School Cooperation; *Educational Administration; Educational Assessment; Elementary Secondary Education; Higher Education; *Professional Development; *Theory Practice Relationship

Administrative practices used by participants in administrator preparation programs who return to practice are described in this paper. The practices, which extend reflective, intellectual, critical, and participatory concepts into action models, include restructured educational assessment, peer coaching, and professional development. All are based on reflective practice, participatory empowerment, intellectual knowledge, and critical understanding. The recommendation is made that university preparation programs continue to serve as models for administrators. (28 references) (LMI)

ED 341 142 EA 023 621

Easton, John Q., Ed.; And Others
Decision Making and School Improvement. LSCs in the First Two Years of Reform.
PUB DATE- Dec 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; *Administrator Selection; *Decision Making; Educational Change; Elementary Secondary Education; *Instructional Improvement; *Meetings; Parent Participation; Program Evaluation; *School Based Management
IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils

Arising from the first 2 years of a 5-year project studying Chicago school reform, this report analyzes local school council meetings, principal evaluation and selection, and school improvement plans in 14 sample schools. Findings are based on observing 177 council meetings during 1990-91, interviewing principals and Professional Personnel Advisory Committee chairpersons, and reviewing the schools' improvement plans. The first section describes the workings of the 14 councils. As a group, the parent and community members comprising the councils were relatively well educated, had significant prior experience as school or community volunteers, and participated regularly. The local school councils considered about 10 different topics at each meeting, focusing on administrative and budgetary concerns. The second section, devoted to the principal evaluation and selection process, and opinions of the candidates. Little relationship, however, existed between the candidates' personal characteristics and their choice of partisan group. Overall, candidates were intensely political people. Possible benefits of partisanism are greater voter mobilization and participation, increased information dissemination to voters, and more focus on the issues. Twenty-six statistical tables are included. (30 references) (LMI)

ED 341 163 EA 023 667

Amundson, Kristen J.
Teaching Values and Ethics: Problems and Solutions. An AASA Critical Issues Report.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; *Moral Development; *Moral Values; Religious Education
IDENTIFIERS- American Association of School Administrators

With increasing numbers of single-parent and two-career families, more parents and other community members lack the time to instill in children the values and ethics they have traditionally provided. This document addresses the challenges faced by educators as they teach these values, and it reports on successful approaches in the field, both on the state and local levels. Several questions are discussed: (1) What are the major influences on children's lives? (2) What does the public feel about the role of the schools in teaching values and ethics? (3) Is it constitutional to teach these subjects? (4) How should schools approach the subject of religion given diverse school populations? and (5) Can, or should, schools hold neutral values? Four chapters focus on the need for teaching values and ethics, the definition of values education, what school districts are doing, and steps to institute a values education program. (LAP)

ED 341 164 EA 023 670

Robinson, Glen
School Administration under Attack: What Are the Facts? ERS Concerns in Education.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Effectiveness; Educational Change; *Educational Finance; Effective Schools Research; Elementary Secondary Education; Public Schools; *Salaries; *School Administration
IDENTIFIERS- *Central Office Administrators

Efforts to find reasons and to affix blame for educational deficiencies have included some severe criticisms of educational administration. The purpose of this paper is to examine, factually and objectively, six different assertions

Individuals with Disabilities Act, setting up an Assistive Technology Demonstration Center, telecommunication in special education, the Kurzweil Personal Reader, technology and the aging, adventure programming for the physically disabled, computer access for the visually impaired, portable electronic writing aids, augmentative communication, funding, and adapted bikes. (DB)

ED 341 183 EC 300 856

Visually Impaired. A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-A.
PUB DATE- 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blindness; Curriculum; Educational Legislation; Educational Practices; Elementary Secondary Education; Eligibility; Individualized Education Programs; Partial Vision; Preschool Education; *Program Development; *Program Evaluation; Referral; State Legislation; *State Standards; Student Evaluation; Teacher Certification; *Visual Impairments
IDENTIFIERS- *Florida

This resource manual provides guidelines for development, management, and evaluation of Florida school district programs for students with visual impairments. In each section rules are presented first and are in script type. General rules are followed by rules specific to programs for the visually impaired. Following the rules, recommended best practices and procedures are discussed. Section 1 covers student eligibility procedures including: definitions, eligibility criteria, screening, referral, student evaluation, determining eligibility, the Individualized Education Plan, placement, re-evaluation, and dismissal. Section 2 presents required and recommended instructional procedures including: program objectives, program organization, instructional programs and curriculum, prekindergarten services, evaluation of student performance, and program evaluation. Section 3 covers personnel and facilities, certification requirements, teacher responsibilities, inservice education, facility guidelines, and specialized equipment and materials. Extensive appendices include information on vision screening training and procedures, assessments developed or adapted for the visually impaired, determination of mode of reading for learners with visual impairments, testing modifications, functional vision observation, low vision evaluations, special Florida schools and programs, and the text of the Florida legislation on programs for visually impaired students. Includes 10 references. (DB)

ED 341 184 EC 300 857

Family-Centered Comprehensive Care for Children with HIV Infection: A Guide.
PUB DATE- Aug 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

DESCRIPTORS- Articulation (Education); *Disabilities; Early Childhood Education; *Educational Practices; Educational Quality; Family Involvement; Institutes (Training Programs); Kindergarten; Mainstreaming; *Models; Outreach Programs; Program Development; School Districts; *School Readiness; Social Integration; Special Needs Students; Statewide Planning; *Transitional Programs

IDENTIFIERS- *Vermont

This final report describes: (1) a model designed to help the transition of young children with special needs from early childhood programs into regular kindergarten and other regular education environments; and (2) the impact of TEEM (Transition into the Elementary Education Mainstream) Outreach in disseminating and replicating the model throughout Vermont. The TEEM model stresses the implementation of best practices in transition planning and identifies 5 such practices and 18 associated critical activities. The model also provides a five-step process for a system-wide transition program. The TEEM Outreach effort provided training institutes to 23 school districts on the development of school/district transition procedures, examined the impact of the TEEM institutes on school/district planning teams, evaluated impact on individual planning team members, and surveyed impact on families (N=28) and on children (including placements, types of transition activities, and critical factors associated with transition planning). Appendices present: a list of the best practices and critical activities; a sample format for TEEM institutes; a worksheet to develop written transition procedures; and sample transition planning forms. Includes 13 references. (DB)

ED 341 203 EC 300 876

Perry, Deborah F.

Preschool Special Education Funding Formulas: Options for State Policymakers.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Oct 91

NOTE- 8p.; A product of the National Early Childhood Technical Assistance System.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Disabilities; *Early Intervention; Educational Finance; Educational Legislation; Educational Policy; *Financial Support; National Surveys; *Preschool Education; School Funds; Special Education; *State Aid; *State School District Relationship; Statewide Planning

IDENTIFIERS- *Funding Formulas; Individuals with Disabilities Education Act

This paper describes options available to states for distributing funds for preschool education programs in light of the mandate of the Individuals with Disabilities Education Act that states must provide a free public education to children with disabilities, age 3 through 5 years. It begins with a general discussion of the different types of state funding formulas. A 1991 national survey is reported which found that 36 states used different funding formulas for distributing funds for preschool education than they used for distributing general or special education funds for school-age special education services. Following this, brief examples of funding formulas currently used by selected states for preschool programs are presented. These are: flat grant per child; flat grant per teacher/classroom unit; weighted pupil; and percentage of cost.

presents basic definitions, the first chapter presents highlights of the Education of the Handicapped Act Amendments of 1986, especially Part H (Programs for Infants and Toddlers with Handicaps) and Part B (the Preschool Grants Program). The next chapter defines child maltreatment and identifies risk factors, including increased risk for a child with disabilities. The third chapter outlines normal child development and indicators of physical, emotional, or sexual abuse in infants, toddlers, and preschoolers. Discussed in the fourth chapter is how to talk to a young child when abuse is suspected (especially sexual abuse) and requirements for reporting maltreatment. Prevention of child maltreatment is considered next including primary, secondary, and tertiary prevention strategies and child abuse prevention checklists. An additional chapter examines effects of parental substance abuse on infants and includes discussion and resources concerning Fetal Alcohol Syndrome, effects of cocaine and crack on children, and Acquired Immune Deficiency Syndrome. An extensive resource list includes hotlines, resources for teaching young children about abuse, and additional resources for professionals and families. (DB)

ED 341 221   EC 300 896

Information and Referral in Texas: A Plan To Improve Services. Report of the Texas Information and Referral Task Force.
SPONS. AGENCY- Texas Rehabilitation Commission, Austin.
PUB DATE- Feb 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Clearinghouses; Community Information Services; Cost Effectiveness; *Developmental Disabilities; Eligibility; *Information Services; Networks; Publicity; *Referral; State Programs; *State Standards; *Statewide Planning
IDENTIFIERS- *Texas

This Texas plan to improve information and referral services in the area of developmental disabilities recommends an approach which focuses on providing improvements incrementally, spacing benefits over time, and periodically reassessing direction, alternatives, and costs/benefits. The plan stresses building a network which provides greater public awareness of available information and referral services; improved access to statewide and local information about services and eligibility criteria; and better coordination among local, regional, and state information providers. Five specific recommendations are made: (1) establish a partnership of business, government, and voluntary organizations to oversee plan implementation; (2) identify all existing information and referral (I&R) programs and develop, publish, and distribute a directory of these programs; (3) establish local, regional, and statewide networks of I&R programs by facilitating communication and cooperation among them; (4) promote model standards for I&R programs; and (5) develop an automated clearinghouse of information on state-provided health and human services including general eligibility requirements, available services, and application procedures. (DB)

ED 341 222   EC 300 897

Of all the language skills, writing is the most difficult challenge for language teachers because students have less experience with written expression. Stimulated by audio-visual materials throughout their lives, students are novices in the discipline of writing. Making writing an ongoing part of foreign language acquisition from the first day in class will help ensure student success. Even the first chapter of a beginning text provides enough vocabulary for telling a simple story. Early on, a case should be made for clarity and simplicity, and the contemporary German short story can be used as an example. During the second year of study, paraphrasing and summarizing readings and critiquing films can develop the writing skill as active vocabulary increases. More advanced grammar and composition makes more creative work possible. Incentives can come from writing assignments such as take-offs on soap operas, like Schwardwaldklinik, Dallas and Denver, Derrick-type Krimis, or advice columns for students. They challenge the imagination and help budding satirical talents unfold. Various classroom strategies for developing writing skills are presented. (Author/LB)

ED 341 240 FL 019 996

Rodamar, Daniele
The Changing Structure of Demand for Language Education and Its Impact in the Foreign Language Classroom.
PUB DATE- 19 Oct 91
NOTE- 45p.; Paper presented at the Conference on Bridging Theory and Practice in the Foreign Language Classroom (Baltimore, MD, October 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Developing Nations; *Education Work Relationship; Enrollment Trends; Global Approach; *Instructional Improvement; *Job Skills; Labor Market; *Language Skills; Public Policy; *Second Language Learning; Study Abroad; Trend Analysis

Reasons for the increased demand for second language education and implications for language education are discussed. After an introduction that focuses on the changing world of work, including global competition and telecommunication advances, it is noted that foreign language skills are becoming essential career skills. Six factors are offered that explain why the world will not be "English only" and why language skills are important. These include the following: demographics; the shifting economic power of developing countries; education's silent revolution, in which postsecondary enrollment is growing dramatically; the relative importance of language skills as public policy, with language issues perceived to be matters of national identity; technology and the falling cost of translation; and globalizing organizations. Indirect evidence of growing demand for language skills is seen from business, government, and education leaders. Seven points that have implications for language education are addressed: more people need foreign language skills; higher levels of proficiency are needed; U.S. language education programs are scattered with varying offerings and little articulation between them; instructional technology is not widely used in language instruction; more direct contact with foreign cultures is needed; and curricular reforms are needed to provide the foundation and sustain other changes. (LB)

IDENTIFIERS- Content Area Teaching

In view of the growing numbers of Potentially English Proficient (PEP) students (students whose first language is other than English, who are from different cultural and/or ethnic backgrounds, and who have the potential for becoming English proficient), it is suggested that the preparation of mainstream teachers on issues of PEP education should be a priority of local and state education agencies. A staff development program is proposed that would be aimed at mainstream teachers with PEP students already in their classrooms. The program would include four major knowledge areas: second language learning, bilingualism, integrated content English-as-a-Second-Language (ESL) instruction, and grouping practices. It is concluded that this training for teachers has at least two benefits: the students will achieve in both language and content areas, and the training will ensure that collaboration be created between the mainstream teachers and their bilingual or ESL counterparts. Contains 40 references. (LB)

ED 341 262 FL 020 032

Boe, Erling E.

Demand, Supply, and Shortage of Bilingual and ESL Teachers: Models, Data, and Policy Issues.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 90

NOTE- 62p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Elementary Secondary Education; *English (Second Language); *Language Teachers; *Limited English Speaking; Models; Statistical Analysis; Tables (Data); Teacher Persistence; Teacher Recruitment; *Teacher Supply and Demand

A comprehensive teacher demand, supply, and shortage (TDSS) model is proposed as a conceptual framework for analyzing and determining the teaching force in bilingual and English-as-a-Second-Language (ESL) education. Available data on the shortage of bilingual education teachers are reviewed, and new national data on their characteristics are presented. Information needs and policy issues are discussed with respect to TDSS in bilingual education. It is suggested that there is a need to consider alternative means to increase the supply of ESL and bilingual teachers in order to improve the retention of qualified experienced teachers and to improve the yield and retention of newly graduated teachers. Appended materials include information on databases relevant to TDSS research; Schools and Staffing Survey (SASS) technical notes; and tables of standard errors for average number of years of teaching in current school of ESL and bilingual education by sector, level, and selected characteristics, 1987-88. Contains 19 references. (LB)

ED 341 263 FL 020 033

Chapa, Jorge

Population Estimates of School Age Language Minorities and Limited English Proficiency Children of the United States, 1979-1988.

Kataja, Riitta
A Contrastive Analysis of the Spoken Discourse of Bilingual Swedish Finnish and Native Swedish School Children.
PUB DATE- 91
NOTE- 6p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Comparative Analysis; *Contrastive Linguistics; Dialogs (Language); *Discourse Analysis; Elementary Secondary Education; *Finnish; Foreign Countries; *Standard Spoken Usage; Swedish; Uncommonly Taught Languages
IDENTIFIERS- Conversation; *Downgrading (Linguistics); Finland; *Politeness

Finnish and Swedish dialogues by bilingual Swedish Finnish children were contrasted with dialogues by their monolingual peers. Two specific discourse features were investigated: the use and distribution of various politeness strategies and the use of downgraders. The material consisted of 12 second language dialogues in Finnish between the Finnish Swedish school children and 6 conversations in Swedish between them and their Swedish counterparts. Participants, who all knew each other, were asked to solve a potential conflict by discussing the matter with each other. The study of politeness strategies revealed great differences between the Finnish and Swedish discourse of the Finnish Swedish subjects, with the Finnish dialogues dominated by positive politeness strategies. The contrastive analysis of the use of downgraders showed also that the most striking differences between the three groups were those of the Swedish Finnish children's conversations in Finnish and Swedish. The results supported Holmes' theory on the connection between negative politeness and downgraders. (LB)

ED 341 283 FL 020 053

Nikko, Tuija
Comprehension in NS-NNS Conversation.
PUB DATE- 91
NOTE- 8p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Comparative Analysis; Foreign Countries; *Inferences; Interlanguage; Interpersonal Communication; *Language Skills; Linguistic Theory; Listening Comprehension; *Native Speakers; *Second Language Learning; *Standard Spoken Usage; Swedish; Telephone Communications Systems; Uncommonly Taught Languages

A study of interlanguage comprehension, part of a larger project by the Gothenburg research group, investigated the telephone conversations between advanced learners and native speakers of Swedish. In four of the eight conversations, the non-native speakers called the public library to get information on how to borrow books; in the other four the same persons called the police station to ask what to do upon losing a wallet. Analysis of the conversations suggested that the inferential comprehension processes in transactional communication must be preceded by linguistic decoding. In the cases studied, communication proceeded smoothly due to situations that

Countries; *Housing Industry; Job Performance; Job Skills; Job Training; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards; Structural Elements (Construction)
IDENTIFIERS- Ontario

These training standards for native residential construction workers are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Seventeen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) demonstrate safe working practices and techniques; (2) perform site planning and excavation; (3) build foundation; (4) rough frame structure; (5) construct roofing; (6) rough in electrical service and wiring; (7) rough in plumbing and drain work; (8) pour basement floor; (9) install exterior siding and soffits; (10) install prefabricated chimneys; (11) complete interior finishing; (12) finish electrical; (13) install kitchen cabinets; (14) install flooring; (15) landscape site; (16) construct stairways; and (17) manage a construction project. A competency analysis profile chart is attached. (NLA)

ED 340 833 CE 059 371

Saxena, J. C., Ed.; Sachdeva, J. L., Ed.
Adult Education: A People's Movement. Proceedings of the Golden Jubilee Conference (New Delhi, India, May 22-25, 1989). Series No. 175.
PUB DATE- 90
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Literacy; Citizenship Education; Community Centers; Conference Proceedings; Cooperatives; Elementary Secondary Education; Females; Foreign Countries; Government School Relationship; International Cooperation; Minority Groups; *National Programs; Postsecondary Education; School Community Relationship; Unions
IDENTIFIERS- *India; Indian Adult Education Association (India)

Seminars, symposia, panel discussions, and papers are recorded in these proceedings of a conference on what adult education should do to improve the quality of life of the Indian people. Contents are as follows: "Seminar on National Literacy Mission (NLM)" (Sinha et al.); "Symposium on Adult Education in the 1990s" (Bordia et al.); "Panel Discussion on 'Adult Education for Women and Weaker Sections'" (Shah et al.); "Symposium on Role of Voluntary Agencies/Universities/Colleges/Schools under National Literacy Mission" (Singh et al.); "Symposium on Adult Education and International Understanding" (Kunnunkal et al.); "Panel Discussion on Role of Jan Shikshan Nilayams as Community Education Centers" (Sinha, Shukla); "Symposium on Adult Education for Democracy and Citizenship Education" (Daswani et coded instructor's guide contains the lesson materials plus references and notes to the instructor. (NLA)

ED 340 851 CE 059 914

Rodekohr, Sherie; Harris, Clark Richard
Identifying and Selecting Plants for the Landscape. Volume 23, Number 5.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Dec 90
NOTE- 133p.; For the Instructor Guide, see ED 325 708.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Botany; *Floriculture; Higher Education; *Landscaping; Ornamental Horticulture; *Plant Growth; *Plant Identification; Selection; Trees; Turf Management

This handbook on identifying and selecting landscape plants can be used as a reference in landscaping courses or on an individual basis. The first of two sections, Identifying Plants for the Landscape, contains the following tables: shade tree identification; flowering tree identification; evergreen tree identification; flowering shrub identification; evergreen shrub identification; ground cover and vine identification; perennial identification; and turfgrass identification. For plants listed in these tables, the following information is provided: common name, botanical name, form, branching habit, growth habit, stem, buds, leaf arrangement, venation, type of leaf, leaf shape, margin shape, tip shape, base shape, leaf color, bark characteristics, leaf surface, and unique characteristics. The second section, Selecting Plants for the Landscape, contains the following tables: shade tree selection; flowering tree selection; evergreen tree selection; flowering shrub selection; evergreen shrub selection; ground cover and vine selection; perennial selection; and turfgrass selection. For plants in these tables, some or all of the following information is given: common name, botanical name, height, width, form, growth rate, hardiness zone, use in landscape, texture, leaf color, flowering color, length of bloom, fruiting time/type, fertilizer requirements, soil conditions, water requirements, light requirements, temperature requirements, transplantability, disease problems, insect problems, pruning method/time, special considerations, life span, and unique characteristics. A list of 23 references is included. (NLA)

ED 340 852 CE 059 916

Bhawuk, D. P. S.; Udas, Arjun K.
Biographical and Psychographical Profile of Nepali Entrepreneurs: A Study on Entrepreneurship in Nepal. Small Business Promotion Project.
PUB DATE- Nov 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; Biographical Inventories; *Business Administration; Demography; *Entrepreneurship; Family Characteristics; Foreign Countries; Goal Orientation; Group Behavior; Individual Characteristics; Individualism;

impact on nurses and on the health care system. (41 references) (KC)

ED 340 869 CE 059 974

Matzen, Shelley; Muhl, V. Jane
Secondary Health Occupations Education Curriculum.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- Aug 88
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Cardiopulmonary Resuscitation; Career Exploration; Communication Skills; Course Content; *Educational Resources; First Aid; Health Personnel; High Schools; Job Skills; Learning Modules; Legislation; *Medical Services; *Occupational Information; Paraprofessional Personnel; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *Iowa

This color coded curriculum guide for secondary health occupations in Iowa provides units for the first phase of the curriculum, career exploration of the health occupations. The nine units cover the following topics: (1) introduction to health occupations; (2) health occupations career exploration; (3) communication skills; (4) self-care and wellness; (5) ethical and legal aspects of health care; (6) the health team concept; (7) vital signs; (8) cardiopulmonary resuscitation; and (9) first aid. Each unit presents a unit overview, objectives, content, and methodology. The first six units also include a reference list of audiovisual materials, software, print materials, and resource organizations. The guide uses a three-column format, with the first column listing the unit objectives, the second column listing the matching content in outline form, and the third column stating the corresponding methodology for the objective and content. Not included in this guide but suggested as possible additions are units on terminology and anatomy/physiology. The program structure outline also lists state-approved courses for phase 2, which deals with specialized career instruction in a vocational area. (KC)

ED 340 870 CE 059 975

High School Health Science Program.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- May 88
NOTE- 299p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Anatomy; Behavioral Objectives; Career Education; Communication Skills; Competency Based Education; Course Content; Educational Resources; *Health Activities; High Schools; Home Health Aides; Job Skills; Learning Modules; Legislation; Lesson Plans; Medical Services; *Nurses Aides; *Occupational Information; *Physiology; Rehabilitation; State Curriculum Guides; Teaching Methods

IDENTIFIERS- *Moldmaking; Ontario

These training standards for mold makers are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Sixteen training units are included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) protect self and others; (2) plan and organize the production of moulds; (3) prepare and operate support equipment; (4) set up/operate saws; (5) set up/operate drilling machines; (6) set up/operate lathe machines; (7) set up/operate grinding machines; (8) set up/operate milling machines; (9) set up and verify numerical control (NC) program and tooling for new part; (10) set up/operate NC machines; (11) set up/operate conventionally/RAM and wire-cutting electrical discharge machines (EDM); (12) perform benchwork; (13) perform hand finishing; (14) spot the mould; (15) build tooling aids; and (16) lay out and machine components of mould. A competency analysis profile chart is attached. (NLA)

ED 340 888 CE 060 036

Tool and Die Maker. Apprenticeship Training Standards = Outillage-ajustage. Normes de formation en apprentissage.
PUB DATE- Sep 91
NOTE- 112p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Behavioral Objectives; Certification; Competency Based Education; Computer Assisted Manufacturing; Equipment Maintenance; Foreign Countries; Hand Tools; Job Performance; Job Skills; Job Training; Machine Tool Operators; Machine Tools; Numerical Control; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; *Standards; *Tool and Die Makers
IDENTIFIERS- Ontario

These training standards for tool and die makers are intended to be used by apprentice/trainees, instructors, and companies in Ontario, Canada, as a blueprint for training or as a prerequisite for accreditation/certification. The training standards identify skills required for this occupation and its related training program. They are designed specifically for documenting the apprentice/trainee's acquisition of skills. English and French versions of the text appear on adjoining pages. Introductory materials include directions to trainers and apprentice/trainee, forms to record employer information (address, telephone, summary of hours, and sign off), and a training unit completion form. Fourteen training units are

Productive partnerships between educators and business result in better educated students and a more productive work force. Although the training industry has increased over the last decade, funding for public schools continues to diminish. Partnerships benefit both education and industry. The current emphases upon quality in business and institutional effectiveness in education are the bases for common ground. Partnerships should be investigated at the high school level in order to rescue at-risk students. Employers pursue activities such as Junior Achievement, tutoring, mentorships, and lectures to select classes in order to strengthen cooperation. Volunteerism is an important factor in forming partnerships. Successful partnerships are like successful marriages: if proper care and nurturing are invested in these relationships, the payoff is long and rewarding and each partner grows and flourishes. (11 references) (NLA)

ED 340 906 CE 060 095

Single Parent/Homemaker Project: SP/HO2. Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Attitude Measures; *Career Choice; Career Education; Career Guidance; Decision Making; *Displaced Homemakers; Females; Job Training; Males; *Nontraditional Occupations; Occupational Aspiration; *One Parent Family; Postsecondary Education; Sex Differences; *Sex Stereotypes; State Surveys; Two Year Colleges; Vocational Interests; *Work Attitudes
IDENTIFIERS- *Kentucky

A study investigated why single parents and displaced homemakers did not choose nontraditional careers more frequently. A survey was administered to 171 men and women in 7 locations in Kentucky who were enrolled in single parent/homemaker programs or in Job Training Partnership Act, vocational training, or associate degree programs. The six-part survey explored the image participants had of people who chose traditional versus nontraditional employment. It asked participants to rank reasons for choosing the job for which they were training and tested the strength of their preference for traditional careers. Participants were asked to name traditional-male and traditional-female jobs in response to questions, and employment and demographic information was collected. Female participants found a female who had chosen a female job more attractive, feminine, and high class. Interest and opportunity for advancement were the most important reasons females gave for choosing to train for traditional jobs. The average number of traditional-male jobs selected was 10.1 (out of 16) for males but 2.7 for females. Females thought female jobs would be more satisfying, interesting, and sex appropriate. Three reasons for choosing traditional careers were suggested: (1) traditional jobs were more interesting, made one more attractive, and were most appropriate; (2) women received misinformation; and (3) training for nontraditional jobs was unavailable. More counseling about nontraditional careers was recommended. (The instrument is appended.) (YLB)

ED 340 907 CE 060 107

it must extract knowledge through international networking. (KC)

ED 340 925 CE 060 137

Nishide, Ikuyo

Higher Education and Older People: Comparative Perspectives on Japan and the United States.

PUB DATE- 23 Mar 90

NOTE- 19p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Anaheim, CA, March 23, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Students; *College Programs; *Comparative Education; Cross Cultural Studies; Developed Nations; Educational Needs; *Educational Practices; *Educational Trends; Higher Education; Nontraditional Students; *Older Adults

IDENTIFIERS- *Japan; *United States

A comparative study of higher education for older adults was conducted using data from two surveys in the United States and one in Japan. The U.S. surveys, one of 200 higher education institutions in the country (69 percent response) in 1986 and a 1990 survey of all 308 higher education institutions in California (50 percent response) had the following findings: (1) hundreds of older students are studying in many two-year and four-year institutions; (2) older people have opportunities to study in many types of programs; (3) many institutions have tuition-reduction programs for older students; (4) many colleges have special programs for older adults; and (5) more funding for these programs is needed. In Japan, a 1987 study of 320 four-year universities (248 responses) showed that only 10 older students were admitted to the universities that year, that only 8 universities had special programs for older adults, and that about 10,000 older persons attended extension lectures. Factors affecting the participation of older adults in higher education include the development and expansion of learning opportunities in the United States, demographic changes, sociocultural factors, and institutional barriers. The study concluded that higher education institutions in the United States have been much more active in meeting the educational needs of older adults than have those in Japan. (26 references; 9 figures; 3 tables) (KC)

ED 340 926 CE 060 150

Connecticut Career Currents. Charting a Course for Your Future.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.; Connecticut State Occupational Information Coordinating Committee, Middletown.

PUB DATE- 91

NOTE- 33p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Choice; *Career Education; *Interest Inventories; Junior High Schools; *Learning Activities; Middle Schools; Occupational Information; Test Items; *Values Clarification; Vocational Interests

IDENTIFIERS- National Career Development Guidelines

This newspaper is designed to help students think about careers persons attended the sessions. All programs were rated highly by participants. (The following materials that were developed and distributed are included in this project report: an exercise on using grain futures, a marketing plan simulation, a marketing quiz, sets of transparency masters on marketing and futures and on common Midwestern corn diseases, lesson plans and transparency masters for chemical application strategies and disease control, and lesson plans for cutworm scouting.) (KC)

ED 340 944   CE 060 300

Imel, Susan
Adult Literacy. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Definitions; *Educational Needs; *Educational Practices; Futures (of Society); Labor Force Development; *Literacy Education

During the 1980s, the United States experienced a resurgence of interest in adult literacy that is likely to continue through the 1990s. The factors that have led to renewed concern about adult literacy include the following: a changing workplace requiring increased literacy, numeracy, and problem-solving skills; a recognition that new entrants to the work force are likely to be those who have not been served well by the educational system and therefore may lack the skills required by an increasingly complex work force; a concern for the nation's economic future and its ability to compete in a changing world market; and a dramatic increase in the number of immigrants and other adults for whom English is a second language. Some of the current issues in the field of adult literacy education include the following: (1) the definition of adult literacy; (2) the wide range of adult literacy providers; (3) the goals of literacy; (4) access and equity in the provision of adult literacy; and (5) instructional methods. (This literature summary contains an annotated list of 17 print resources and 10 resource organizations.) (KC)

ED 340 945   CE 060 301

Imel, Susan
Career Development Outcomes. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavioral Objectives; *Career Development; Career Guidance; Competence; *Educational Objectives; Elementary Secondary Education; Guidelines; Outcomes of Education; Program Effectiveness; Program Evaluation; *School Guidance; *State

DESCRIPTORS- Catholic Schools; Cultural Differences; Foreign Countries; Intermediate Grades; Junior High Schools; *Preadolescents; *Self Esteem; Sex Differences; *Significant Others; Students
IDENTIFIERS- *Australians

Those who are perceived as significant others influence the perceiver's self-evaluation. Age and gender differences in choice of significant others should reflect variation in cultural and familial values. On the other hand, if one accepts age stage developmental theories, one would expect consistency across cultures. In this study significant others of Australian and American early adolescents were compared. Subjects were 32 female and 45 male American and 74 female and 26 male Australian 10- to 12-year-olds, all of whom were white and attended Catholic schools in suburban areas. The subjects responded to the Rosenberg Self-Esteem Scale, the Marsh Self-Description Questionnaire, and the Juhasz Significant Others Scale. Self-esteem scores of Americans were significantly higher than those of Australians. However, parents were more significant to Australians, especially fathers, who were least frequently chosen as important by American girls. As expected mothers were chosen most frequently by both males and females in both countries. Teachers were rarely viewed as significant. The major findings of this study indicate a trend for American adolescents to individuate and separate from parents at an earlier age than do their Australian counterparts. Fewer of them perceive parents to be significant influences on feelings of self-esteem. In summary, findings from Australian and American adolescents revealed similarities in choice of significant others but gender differences cross-culturally in some respects. (ABL)

ED 340 964   CG 023 919

Wexler, Harry K.; And Others
Evaluation of an AIDS Prevention Program for "At Risk" Parolees.
PUB DATE- Aug 91
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Correctional Institutions; *Drug Use; *Prisoners; Program Effectiveness
IDENTIFIERS- *Parolees

Surveys of the nation's jail and prison populations suggest that about 75% have used illicit drugs at one time or another. Incidence rates for Acquired Immune Deficiency Syndrome (AIDS) cases among prison inmates is much higher in correctional systems than in the population as a whole. In this study an AIDS prevention and education program for prison parolees with histories of intravenous (IV) drug use (ARRIVE) was evaluated. The program involved 8 weeks of training with 24 two-hour training sessions. Subjects included 320 males and 74 females. Program graduates (N=141) were compared with a comparable group of parolees (N=96) who did not participate in ARRIVE. Followup interviews were conducted 10 months after release into the community. The results showed that the ARRIVE program had a significant positive impact on the major outcome measures (drug use behaviors, sexual practices, knowledge of AIDS transmission and risk behaviors, attitudes towards AIDS and employment in

Smith, Susan P.
Interactive Theater: Its Use with Adolescents.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Counseling Techniques; Counselor Role; Pregnancy; *School Counseling; Secondary Education; Secondary School Students; Skits; Social Problems; Substance Abuse; *Theater Arts
IDENTIFIERS- *Interactive Theater

Interactive theater typically involves the presentation of a short skit tied to a socially relevant issue such as teenage pregnancy or the use of illegal substances. Interactive theater, with some cautions considered, holds much promise as an educational tool to be used by a school counselor. Cautions requiring consideration include: thorough education of cast members around skit topics; extensive time commitment of cast members and advisor; advisor must have skills to effectively facilitate a meaningful dialogue during the audience participation; and there must be available support for impacted audience members. Interactive theater has been shown to be both beneficial to the audience and cast members in these ways: (1) lines of communication on difficult social issues are opened in non-threatening ways; (2) valuable educational information is provided and the possibility of increased use of medical services is evidenced; (3) cast members are provided with a support group for dealing with personal issues; and (4) cast members have been shown to gain in self-esteem due to their participation in interactive theater groups. Interactive theater offers a viable means of providing education about difficult social issues for adolescents. Having a knowledge of interactive theater can be important for school counselors who struggle to effectively meet the challenge of educating students so that they are adequately prepared to meet the demands they face in society. (ABL)

ED 340 984 CG 023 940

Gladding, Samuel T.
Counseling as an Art: The Creative Arts in Counseling.
PUB DATE- 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Art Therapy; *Counseling Techniques; Counselor Role; *Creative Art; Dance Therapy; Drama; Humor; Imagery; Literature; Music Therapy; Play; Visual Arts

In this book counseling approaches with a variety of populations are examined using these creative arts: music; dance/movement; imagery; visual arts; literature; drama; and play and humor. It is noted that all of these arts are process-oriented, emotionally sensitive, socially directed, and awareness-focused. Chapter 1 discusses the history, rationale, and benefits of using the arts in counseling. Chapters 2-8 use a systematic format to describe: (1) the introductory background about particular art form; (2) the premise behind using the art form discussed; (3) the general practice of employing the art in counseling settings; (4) the unique ways this art is

Abuse; Elementary School Students; Elementary Secondary Education; Identification; *Prevention; Program Development; School Role; Secondary School Students; *Substance Abuse

This monograph provides a framework for communities to build and evaluate adolescent drug abuse prevention programs. The first chapter "Adolescent Transitions and Alcohol and Other Drug Use Prevention," by Laurence Steinberg, focuses on the biological, cognitive, and psychosocial transitions of adolescence and how this knowledge can be used to intervene effectively with youth. It is concluded that, where possible, prevention efforts should be targeted to the youngest and most vulnerable. The second chapter "Identification of Youth at High Risk for Alcohol or Other Drug Problems," by Raymond P. Lorion, Danielle Bussell, and Richard Goldberg, examines methods for identifying those most at risk, and analyzes risk factors. The article cautions that identification could lead to stigmatization and self-fulfilling behavior. The third chapter "Reaching and Retaining High Risk Youth and Their Parents in Prevention Programs," by Hank Resnik and Marba Wojcicki, emphasizes new methods for reaching high-risk youth and involving them and their families in prevention programs. One such strategy is to empower communities through organization and good planning to address the problems associated with alcohol and other drug problems at the community level. The fourth chapter "Promoting Health Development Through School-Based Prevention, New Approaches," by Eric Schaps and Victor Battistich, reviews early intervention programs and discusses reaching the very young through well-planned preschool and elementary school programs. (LLL)

ED 341 003 CG 023 960

Ruback, R. Barry; Riad, Jasmin K.
The More (Women), the Merrier: Social Density and Social Support.
PUB DATE- Aug 91
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Crowding; *Environmental Influences; Interpersonal Relationship; Physical Health; Proximity; Psychological Characteristics; *Rural Areas; Sex Differences; Social Behavior; Social Support Groups; Well Being
IDENTIFIERS- *Social Density

How the social density of a household affects interpersonal relations, physical health, and psychological well-being in neighborhoods with very low outside density, such as rural areas has not been examined. Two questionnaire studies of women in rural Georgia examined how social density affected respondents' interpersonal relations, physical health, and psychological well-being (Study 1) and social support (Study 2). In the first study respondents were 116 females who lived in a rural west Georgia county. Results from the first study indicated that perceived control over the environment was the strongest single predictor of psychological well-being and interpersonal relations. Generally, high social density had negative effects, although high social density of females appeared to have some positive effects. Based on that finding, it was hypothesized that social density of females was related to more received social support. In addition to testing whether and possible reasons why high social density of females is decline in reading during the middle school years rather than a specific reading problem. To maintain and continue development of recreational reading during this critical period, approaches which acknowledge the existence of other interests of adolescents and attempt to blend with or complement these interests (readings related to interests, in-class silent reading, social reading groups) are the most likely to lead to success. (One table of data is included; 18 references are attached.) (RS)

ED 341 022 CS 010 796

O'Hear, Michael F.; And Others
Readability and Interest in College Textbooks: Student Perceptions.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Interest Inventories; *Readability; Readability Formulas; Reader Text Relationship; *Student Attitudes; Textbook Evaluation; Textbook Research; *Textbooks; Undergraduate Students
IDENTIFIERS- Flesch Reading Ease Formula; Fry Readability Formula

A study examined the relation between formula ratings and student perception of both readability and interest in developmental reading/study skills and intermediate composition texts. Subjects, 200 composition students and 96 study skills students, responded to the statements "this text was easy to read" and "the text chapters were interesting" after doing significant amounts of reading of the texts. Readability scores for all texts using the Fry and Flesch formulas were determined and Flesch's human interest formula was applied to each text. Results indicated that, although there seemed to be a recognition of the readability difference between the two easiest to read books, students made less of a distinction among the books rated more difficult by the formulae. Results further showed a lack of agreement between students and formulae results on whether texts were interesting. Findings suggest that textbook writers have succeeded in making students feel that texts are readable but have had less success in making texts seem interesting. (Two tables of data are included.) (RS)

ED 341 023 CS 010 797

Meyer, Margaret Dietz
Integrating the Freshman Seminar with a Developmental Reading-Writing Course.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the New York College Learning Skills Association on Developmental Education (14th, Ithaca, NY, April 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *College Preparation; *Developmental Studies Programs; *Freshman Composition; Higher Education; *Integrated Curriculum; *School Orientation

reading materials. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's three sections: (1) deal with levels of assessment, sources of data, and student performance; (2) aim to enable teachers to analyze student performance through organizing given test data for a group of students; and (3) give a suggested application. A self-corrective post test, a glossary, and a 38-item bibliography are attached. (SR)

ED 341 041 CS 010 818

Literal Comprehension in the Content Areas. Individualized Inservice Packet Number III. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 34p.; For other packets in the series, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Content Area Reading; Independent Study; Inservice Teacher Education; Intermediate Grades; Learning Strategies; *Reading Comprehension; Reading Skills; Secondary Education; Skill Development; Teacher Improvement
IDENTIFIERS- Information Focus; Ohio

This individualized inservice packet on literal comprehension in the content areas is intended to give teachers information and instructional guidelines to assist students to read for specific facts. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet focuses on 12 suggested applications with learners, dealing with: (1) locating information explicitly stated in the selection; (2) determining key words; (3) recalling information from memory; (4) identifying a question on the literal level; (5) organizing information into given categories; (6) purpose setting by the student prior to reading; (7) matching and labeling; (8) utilizing multiple choice; (9) locating cause and effect; (10) recalling cause and effect relationships; (11) following directions; and (12) developing literal skills through the use of puzzles. A self-corrective post test, a glossary, and an 18-item bibliography are attached. (SR)

ED 341 042 CS 010 819

Interpretive Comprehension in the Content Areas. Individualized Inservice Packet Number IV. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 37p.; For other packets in the series, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Content Area Reading; *Critical Reading; Independent Study; Inservice Teacher Education; Intermediate Grades; Interpretive Skills; Learning Strategies;

all levels of instruction write more and write better when they can use a computer and when they have an interested audience in addition to the classroom teacher. (RS)

ED 341 062 CS 213 144

Hynds, Susan
Thinking about Characters and Thinking about People: Social Cognition, Literary Response, and Character Attribution Processes among Young Adult Readers.
PUB DATE- Apr 90
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; *Cognitive Processes; *Cognitive Structures; *Cognitive Style; Higher Education; Literature Appreciation; *Reader Response; Reading Research; Undergraduate Students; Young Adults
IDENTIFIERS- *Cognitive Complexity; *Literary Response

A study compared the literary response and character attribution processes of 40 undergraduate students on the basis of differences in their interpersonal construct repertoire, or "interpersonal cognitive complexity." No studies to date have explored the ways in which cognitive complexity influences readers' overall responses to literature or the "types" of attributions that readers of high and low complexity are likely to make about literary characters. Informants were asked to complete a measure of cognitive complexity, to read a short story, and to respond in writing to two questions at four separate junctures in the story: "What is your overall response?" and "Why do you suppose the main character behaved as he did?" Analyses of written protocols indicated that cognitive complexity is more associated with the ways in which readers make inferences in search of meaning than with their literal/descriptive responses, personal associations, or engagement. Attributions which frame characters' personality traits in the context of temporal psychological states and external influences appear to characterize this search for meaning. The findings and analytic framework generated by the study are useful for researchers and practitioners interested in identifying and understanding readers' literary response and character attribution processes from a social-cognitive perspective. (Three tables of data are included; 48 references are attached.) (Author)

ED 341 063 CS 213 145

Hynds, Susan; Garrison, Brigitte
Mapping the Landscape of Literature and Life.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Comparative Analysis; Content Analysis; Higher Education; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Research; Undergraduate Students
IDENTIFIERS- *Aesthetic Reading; Text Factors

A study generated a system for describing and analyzing the as the law currently stands, the courts have put a heavy thumb on the scale in favor of ante-publication authors (leaving those who would quote or paraphrase in peril), and arguably have not advanced the quality or quantity of ideas. One hundred and twenty notes are included. (SR)

ED 341 082 CS 507 674

Huebner, Thomas M., Jr.
A Rationale for Incorporating Extemporaneous Lincoln-Douglas Debate into Individual Events Tournaments.
PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; *Educational Improvement; Higher Education; *Persuasive Discourse; *Public Speaking; Rhetorical Criticism
IDENTIFIERS- Debate Theory; Debate Tournaments; *Extemporaneous Speaking; Individual Events Competition; *Lincoln Douglas Debate Style

Intercollegiate competitive speech and debate is at a crossroads requiring massive reforms, or the academic exercise will lose its power to provide lasting benefits. Likewise, the scope of individual events is in a constant state of change. One constant, however, is the value of extemporaneous speaking which encompasses many of the ideals essential for a competent public speaker. Lincoln-Douglas (L-D) debates, modelled on campaign contests between Stephen Douglas and Abraham Lincoln, are battles of logic, evidence, and verbal artistry between two individuals. Principles of persuasion are at the heart of L-D debate, and time constraints require competitors to efficiently organize and analyze the content of the round. Considering the benefits of both extemporaneous and L-D debate, the logical conclusion is to merge the two forms in a way that creates a pedagogically superior event, incorporating the limited preparation, topic choice, and research methodology of extemporaneous speaking and the time format and persuasive intent of Lincoln-Douglas debate. 1987 Pi Kappa Delta Convention and Contest Rules offer a possible foundation for extemporaneous L-D debate. (A sample ballot sheet for such a debate, and 26 notes are included.) (SG)

ED 341 083 CS 507 675

Chapman, Virginia
The Tri-State Novice CEDA Association: An Experiment in Cooperation.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Intercollegiate Cooperation; *Persuasive Discourse; *Public Speaking;

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Communication Skills; Critical Thinking; *Debate; Higher Education; *Persuasive Discourse; Rhetorical Invention; Undergraduate Students
IDENTIFIERS- *Apocalypticism; *Debate Strategies; Debate Theory; Debate Tournaments; Rhetorical Strategies

People involved in debate often encounter apocalyptic appeals but seldom look at how these arguments affect debate beyond their ability to influence winning. Debaters use nuclear war apocalyptism, for example, by capitalizing on the human desire to sustain its own story, by appealing to the universal drive for control and power inside all humans, and by using threat and rescue. Students have much to gain from participating in debate. They sharpen and develop critical thinking and decision making skills; they learn to be aware of more sophisticated attempts at persuasion; and they learn how source and personal credibility, logic, evidence, and criteria of judgment can affect specific decisions. Debate, used properly, is a method of decision making that provides for the rigorous examination and testing of evidence and inferences in the give and take of informed controversy. Abusing debate with apocalyptism, however, can reduce the activity to simple game playing and psychological manipulation. Apocalyptism negatively affects debate by reducing the emphasis on logos and increasing the dependence on pathos, overemphasizing emotional appeals. The harm that apocalyptism brings, however, does not preclude its having redeeming value. Apocalyptism can actually serve effectively as a tool to counter apocalyptism. By understanding how apocalyptism works, a student or coach can more appropriately respond to such attempts at manipulation. (Nineteen references are listed.) (PRA)

ED 341 102 CS 507 709

Sellnow, Timothy L.
Strategies for Coaching and Future Directions of Contest Persuasion.
PUB DATE- 2 Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; *Debate; Educational Objectives; *Experiential Learning; Higher Education; *Persuasive Discourse; *Public Speaking; Theory Practice Relationship
IDENTIFIERS- *Debate Coaches; *Debate Strategies; Debate Tournaments

Much progress has been made in recent decades in improving the quality and quantity of speech competition. The forensic community has endorsed a justification of forensics that emphasizes its educational value. Some critics complain that current competition structure creates detachment from educational opportunities and leads to pandering to judges, but

Elementary Secondary Education; *Paraprofessional School Personnel; Policy Formation; *Volunteers; *Volunteer Training

Policies and procedures for developing a successful school volunteer program within Catholic schools are presented in this booklet. Chapter 1 describes the philosophy of a volunteer support program, which stresses the importance of volunteer involvement for developing schools as functional communities. Chapter 2 presents reasons why volunteers are both important and endangered and examines the role of the volunteer coordinator. Strategies for identifying volunteers, advertising opportunities, and approaching volunteers are outlined in the next two chapters. Guidelines for delegating responsibility and designing uniform professional procedures are provided in chapters 5 and 6. Chapter 7 highlights stewardship and accountability practices, and chapter 8 describes components of a volunteer education program--orientation, inservice training, and recognition. Administrator checklists for the principal and volunteer coordinator roles are presented in the final chapter. Appendices include time-in-lieu-of payment policies, a checklist for a volunteer orientation, sample content for a volunteer handbook, a committee budget grid, and an inservice program on planning and development. (6 references) (LMI)

ED 341 122 EA 023 545

Halliday, Ian

Teacher Management and Records in the National Education System: Resource Book for Educational Administrators.

PUB DATE- 89

NOTE- 117p.; Some print may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Foreign Countries; *Information Systems; *Management Systems; *Personnel Evaluation; *Personnel Management; *Personnel Policy; Staff Utilization; *Teacher Evaluation

IDENTIFIERS- *Africa (South)

Guidelines for teacher management procedures are presented in this resource book, which focuses on developing an information record system. Examples are drawn from countries with rapidly expanding education systems in Africa, particularly Southern Africa. The book is an outcome of a series of four workshops organized by the Human Resource Development Group of the Commonwealth Secretariat. The first section describes tasks in educational personnel management, such as policy formation, the personnel management staff, teachers' conditions of service and rewards, effective management style. and teachers' views of personnel management. The second section describes maintaining personnel management records, including manual record systems, computerized records, and the teacher information system as a management tool. Other aspects of personnel work are discussed in section 3: the role of teaching service commissions, staff appraisal and development, issues for female teachers, and disciplinary procedures. The final section outlines planning aspects of teacher management, which involves developing a staff establishment formula and planning for teacher supply. Fifteen tables and four figures are included. (LMI)

ED 341 123 EA 023 546

examines three cases: a council that retained its incumbent principal, a council that hired a new principal, and a third council that did not rehire its incumbent principal and was unable to hire a new one. The third section, devoted to analyzing school improvement plans, describes teacher participation in developing plans and the extent that the plans promote instructional change. (MLH)

ED 341 143   EA 023 623

Gmelch, Walter H.
Paying the Price for Academic Leadership: Department Chair Tradeoffs.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *College Faculty; *Department Heads; Higher Education; *Leadership; Responsibility; Time Management; *Universities
IDENTIFIERS- University Council for Educational Administration

Nearly 80,000 scholars currently serve as department chairs, and almost one-quarter will need to be replaced each year. Such a high turnover rate is partly due to surprises and unexpected sacrifices embedded in the department chair position. In an effort to help professors prepare for and overcome unforseen tradeoffs, the University Council for Educational Administration (UCEA) conducted a survey in the spring 1990. This comprehensive survey included 808 department chairs in 101 research and doctoral-granting universities across the United States. Eight department chairs were selected from each institution. The subjects evaluated personal tradeoffs associated with their acquired position as a department chair. Four main questions were asked: (1) Do they have enough time to continue the professional and personal activities they enjoyed before becoming chair? (2) If time has significantly shifted between faculty, managerial, and personal activities, are they satisfied with this change? (3) What stresses and pressures are created when a faculty member assumes the chair position? and (4) What impact will this leadership change have on their professional career? In order to make the chair position more attractive and tenable to promising candidates, five changes are suggested: restructure the position; purge unnecessary administrivia; reverse the hierarchy; protect research interests; and train for leadership. Two tables and 13 references are appended. (LAP)

ED 341 144   EA 023 624

Thomson, Scott D., Ed.
School Leadership: A Blueprint for Change.
SPONS. AGENCY- National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

about school administration that have appeared in the popular media to see whether each assertion is true or false. The following six assertions are addressed: (1) there are too many administrators; (2) the number of administrators is growing rapidly; (3) administrators are being paid too much; (4) increasing amounts of school budgets are going to administration; (5) a lot of money is going to administration that could be better spent for other purposes; and (6) administration is an unnecessary burden and should be curtailed. Data and information from a variety of authoritative sources are utilized in the analysis. The conclusions reached are that these six assumptions are not supported by the facts. The evidence indicates that there are fewer management personnel in school administration than what are found in businesses of comparable size. In addition, in the typical school district's budget there is little money presently going to administration that could be realistically reallocated to improve other functions or programs. The overall conclusion is that good school management is essential for the development and operation of effective schools. (38 references) (MLF)

ED 341 165 EA 023 678

Blase, Joseph; Kirby, Peggy C.
Bringing Out the Best in Teachers: What Effective Principals Do.
PUB DATE- Dec 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Guides; Administrator Role; Elementary Secondary Education; *Motivation Techniques; *Principals; *Teacher Motivation

Written entirely from the teacher's perspective, this document is intended to help practicing and prospective school principals examine what they can do to influence teachers and their performance. It is based on an indepth study of everyday strategies that effective principals use to motivate, influence, and empower teachers. Chapter 1 presents a brief overview of research on the principalship and a description of the research methods employed. Chapters 2 and 3 focus on the importance of praise, and how principals articulate expectations to effect changes in teacher thinking and behavior. Chapter 4 examines the many ways principals involve teachers in noninstructional and instructional decisions. Chapter 5 describes how principals are able to enhance teacher's development by extending autonomy to teachers. Strategies, including the use of rewards and principal support, are discussed in chapter 6. Chapter 7 addresses subtle and indirect strategies such as giving advice, providing opportunities for professional development, and distributing professional literature. The consequences of employing formal authority to ensure teacher compliance is considered in chapter 8. Chapter 9 discusses the significance of three personality characteristics (consideration, optimism, and honesty) and highlights two strategies (modeling and visibility). The final chapter challenges the reader to consider the applicability of the leadership strategies discussed herein for school restructuring. Each chapter conclusion contains references and a set of recommendations based on successful experience. (LAP)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Case Studies; Delivery Systems; Elementary Secondary Education; *Family Involvement; Financial Support; *Medical Services; Prevention; *Program Development; *Social Services
IDENTIFIERS- Empowerment

This document is designed to assist state and local program administrators in responding to the need for comprehensive care for children (specifically children under the age of 13) and child-rearing families affected by Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS). The document is based on the premise that HIV infection in children must be seen as a family-based issue, involving parents, siblings, and extended family, and the premise that all families have strengths that professionals can build upon to empower and assist them in the care of their children. The document defines the scope of the problem; outlines the elements of comprehensive family-centered care (prevention, testing and counseling, integrated medical care, developmental and educational services, mental health assessments and interventions, basic support services, and social and legal services); describes how to organize these elements into a coordinated system; and suggests ways to finance community-based care programs through federal resources, state action, and private funding. Four case studies of state and local comprehensive care systems (from New Jersey, South Texas, Massachusetts, and Philadelphia) outline the way in which government, community, and private resources have been interwoven to make the system work. Appendices list many print and organizational resources. (JDD)

ED 341 185 EC 300 858

Hurth, Joicey; And Others
Early Education Program Sharing Document: Current Project Resources, 1990-1991.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Feb 91
NOTE- 132p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum; Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; Evaluation Methods; *Federal Programs; Information Systems; Inservice Education; Outreach Programs; Research Projects; *Resources; Technical Assistance; Training
IDENTIFIERS- *Early Education Program for Children with Disabil

This catalog lists resources available from projects federally funded by the Early Education Program for Children with Disabilities. This discretionary grant program supports a variety of innovative service, training, and research projects in early intervention and early childhood special education. Information is organized by type of project: demonstration, experimental/research, information systems, inservice training, outreach, research institutes, research on early childhood features, and the technical assistance center. For each project, the following information is provided: project name, director, address and telephone number, funding period, major

Finally, some advantages and disadvantages of these different funding strategies are discussed. (DB)

ED 341 204 EC 300 877

Employment Priorities for the '90s for People with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Decision Making; *Disabilities; *Employment Potential; Job Placement; *Needs Assessment; Personal Autonomy; *Policy Formation; *Vocational Rehabilitation

This report resulted from a project designed to involve people with disabilities in the development of employment policies and rehabilitation services. The report presents recommendations addressing employment preparation, placement, postemployment, and support systems. The project, titled "National Agenda for the Employment of People with Disabilities," involved major national advocacy groups and comprised three steps: (1) data collection regarding employment concerns; (2) translation of concerns into service and policy responses; and (3) development by advocacy organizations of organizational priorities and plans (agendas) responsive to the concerns and recommendations. Among the 20 recommendations are the following: train rehabilitation, educational, and medical professionals in client empowerment techniques; require that a specific vocational objective, including an occupational objective, be a part of the Individualized Education Plan; promote the recruitment of students with disabilities by colleges and universities; fund tax incentive programs for targeted recruitment programs and employment subsidies that benefit people with disabilities; support community-based placement programs that teach people how to manage and maintain their own job searches; improve disability management services offered by employers and employee assistance programs; and promote and communicate work or independence incentives in Social Security provisions. Includes 54 references. (DB)

ED 341 205 EC 300 878

Farlow, Leslie; Snell, Martha E.
Maintenance and Generalization of Social Skills in Adults with Severe Disabilities. Final Project Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 91
NOTE- 587p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavior Modification; Daily Living Skills; Interaction; Interpersonal Communication; *Interpersonal Competence; Maintenance; Prosocial Behavior; *Severe Disabilities; *Stimulus Generalization; *Training Methods; *Transfer of Training; Transitional Programs

Three studies were conducted to explore the relationship between social skills instruction and the maintenance and generalization of skills to post-school environments. Three adult women with severe disabilities in their last year of school participated in the studies. The first study addressed

Braddock, David
Issues in the Closure of State Schools in Texas: A Briefing Paper.
PUB DATE- Jul 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Programs; Cost Effectiveness; *Deinstitutionalization (of Disabled); Developmental Disabilities; Elementary Secondary Education; *Mental Retardation; Needs Assessment; Policy Formation; *Program Termination; Residential Programs; *Resource Allocation; *State Schools; Statewide Planning
IDENTIFIERS- *Texas

This paper considers implications of the findings of the Texas Performance Review concerning mental retardation services, in light of decreasing numbers of students at state schools and budgetary restraints on major investments in both institutional operations and community service programs. The paper concludes that Texas should consider closing one or more state schools and invest more heavily in community services for this population. Seven questions are addressed: "What are the current trends in Texas and in other states in providing and funding institutional and community services?"; "How many states have closed state institutions (state schools) recently, and how many are planning to do so in the near future?"; "What are today's state school costs per resident in Texas and what will these costs be in 10 years?"; "How do persons with mental retardation and related developmental disabilities adjust to relocation from institutions to a community living environment?"; "How do parents of relocated individuals react to this change?"; "How might cost savings be achieved in Texas if one or more state schools were to be closed?"; and "What are some criteria that might be used to decide which facility or facilities to close?". (10 references.) (DB)

ED 341 223 EC 300 898

Planning Study on Integrated Child Care Options in Texas: A Report and Recommendations for Action.
SPONS. AGENCY- Texas Rehabilitation Commission, Austin.
PUB DATE- Nov 90
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Information Services; Day Care; *Day Care Centers; *Disabilities; Early Childhood Education; *Family Day Care; Financial Support; Government Role; *Needs Assessment; Referral; Staff Development; *Statewide Planning; Technical Assistance; Young Children
IDENTIFIERS- *Texas

This report of an 18-month planning study presents recommendations concerning the development and promotion of improved child care services for Texas children with and without disabilities. A mail survey of child care centers (588 programs surveyed) and a telephone survey of 495 family day care providers found a need for on-site training and technical assistance, funds for start-up costs, staff training workshops, and additional payment for specific children. Barriers to improvements included additional staff time required and

ED 341 241 FL 019 997

Sainz, JoAnn; Biggins, Catherine M.
Effective Methodology for Teaching Beginning Reading in English to Bilingual Students.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Reading; *Bilingual Students; Educational Philosophy; *English (Second Language); Grade 5; High Risk Students; Instructional Improvement; Intermediate Grades; *Listening Skills; *Oral Language; Questionnaires; Reading Difficulties; *Reading Instruction; *Teaching Methods
IDENTIFIERS- Easy Steps to Reading Independence

Concern about the high percentage of underprepared minority students in American schools and the increasing demand that schools educate them to a level never before attained are discussed, and a study of reading disabled bilingual students is reported. It is noted that continuing to allow a disproportionate number of minority or disadvantaged students, including many bilingual students, to pass through the education system without meeting high standards of achievement means they are likely to end up in dead-end jobs or on welfare. The decoding and word recognition and whole language approaches to teaching beginning reading are reviewed briefly, along with conflicting opinions about teaching methods. It is suggested that the solution to functional illiteracy lies not in promotional or retention policies, but in preschool and other early childhood programs, and some findings are reported that show that traditional methods of teaching beginning reading fail to help bilingual at-risk students. An experimental study of bilingual fifth-grade students who read below average is summarized, showing the success of a program of which a reading support system, Easy Steps to Reading Independence (ESRTI), was an integral part. Teacher responses to an ESRTI questionnaire are appended. (LB)

ED 341 242 FL 019 998

Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics, Volume Twenty-Two. The Polish-English Contrastive Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Arabic; Bilingualism; *Comparative Analysis; Consonants; *Contrastive Linguistics; Discourse Analysis; English (Second Language); Language Acquisition; *Language Classification; Lexicology; *Polish; Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages; Word Lists
IDENTIFIERS- Polish English Contrastive Project

Fifteen articles are presented in this collection on contrastive linguistics: "On Syntactic Levels--One Tertium Comparison is in Contrastive Linguistics" (L. F. Jakobsen and J. Olsen); "Equivalence in Bilingual Lexicography: From Correspondence Relation to Communicative Strategy" (R. R. K. Hartmann); "How

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 29p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Asian Americans; Blacks; Children; Elementary Secondary Education; *English (Second Language); *Ethnic Groups; Hispanic Americans; Immigrants; *Limited English Speaking; *Minority Groups; *Population Trends; Tables (Data); Trend Analysis
IDENTIFIERS- *Language Minorities; United States

Estimates of the school-age, 5-17-year-old, language minority and Limited-English-Proficient (LEP) populations in the United States are discussed. The estimates are based on the population counts for first, second, and third generation Hispanics, Anglos, Asians, and Blacks derived from the June 1988 Current Population Survey. The language minority population is estimated by determining the ratio of language minority children to the total population for each race-ethnic-generation group from the November 1979 Current Population Survey. The LEP estimates, derived from multiplication of the non-English languages background (NELB) population by LEP-to-NELB ratios established in previous studies, are much higher than some projections that do not reflect the impact of recent high rates of Hispanic and Asian immigration. Fifteen tables and figures are provided to illustrate population statistics, language usage, generational distributions, etc. (LB)

ED 341 264 FL 020 034

Mohan, Bernard A.
LEP Students and the Integration of Language and Content: Knowledge Structures and Tasks.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 49p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Elementary Secondary Education; English (Second Language); Foreign Countries; *Learning Strategies; *Limited English Speaking; Linguistic Theory; *Metacognition; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Content Area Teaching

Research on themes that offer practical and theoretical bases for teaching language and content simultaneously is discussed. Three theoretical perspectives are cited that are relevant to this approach: the input hypothesis (Krashen's monitor model), the bilingual proficienty theories (Cummins' language proficiency model and the views of its critics), and language socialization theories. Research on cognition is reviewed, with emphasis on the area of knowledge structures. It is suggested that knowledge structures underlie subject-area knowledge and thinking skills and are cross-cultural, and that they also promoted the creation of mutual cognitive environments. The study suggested that the speaker's contribution is as important as the listener's. (LB)

ED 341 284 FL 020 054

Piirainen-Marsh, Arja
The Handling of Impositions in Native-Non-Native Conversations.
PUB DATE- 91
NOTE- 17p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Discourse Analysis; Foreign Countries; Native Speakers; *Pragmatics; Second Language Learning; *Standard Spoken Usage
IDENTIFIERS- *Conversation; Politeness

Some ways are discussed in which impositions (potentially face-threatening linguistic actions such as offers, requests, or complaints) are jointly negotiated by native (NS) and non-native speakers (NNS) in the process of interaction. Attention is focused on connected discourse features that are as much a part of the linguistic action negotiation as any utterance where a particular speech act is produced. The review addresses problems associated with looking at a single speech act as realizing (face-threatening) linguistic action. Following a discussion of those problems is a description of ways that negotiation is manifested in NS-NNS discourse. Examples are drawn from original research consisting of simulated task-oriented conversations between an English NS and a Bruneian second language speaker. Topics covered include speech acts in connected discourse, joint production of speech acts, strategies of politeness, indeterminacy and strategic ambiguity, interactional management of impositions, manipulation of interaction structure, types of responses, and negotiation at the global level. It is concluded that in order to fully understand the negotiation of impositions, different levels of conversational organization must be examined and the levels above the single speech act must be made an integral part of the analysis. In addition, the contributions of both NSs and NNSs should be considered. (LB)

ED 341 285 FL 020 055

Salo-Lee, Liisa
L2 Learner Repairs in Cross-Cultural Communication.
PUB DATE- 91
NOTE- 12p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Coding; Comparative Analysis; Discourse Analysis; *Error Correction; Foreign Countries; *Language Skills; Language Usage; *Oral Language; *Second Language Learning; *Structural Analysis (Linguistics)
IDENTIFIERS- *Repairs (Language)

Research on adult second-language (L2) learner's self-repair is reported. Repairs are defined as "structure shifts," which are types of correction or improvement where the speaker leaves a structure uncompleted, abandoning it or shifting to another al.); "Symposium on Role of Trade Unions, Cooperatives in Adult Education" (Thakkar et al.); "Valedictory Address" (Sinha); "Fifty Years of Indian Adult Education Association" (Saxena); "Towards Promotion of a Learning Society" (Mishra); "National Literacy Mission--The Perspective" (Saraf); "The Last Invasion--NLM" (Zakir); and "Perspective Planning for National Literacy Mission" (Pillai). Three appendices consisting of congratulatory messages, the conference program, and a list of participants are included. (NLA)

ED 340 834 CE 059 372

Draper, James A.
Adult Education: A Focus for the Social Sciences. Series 170.
PUB DATE- 89
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Developing Nations; Educational Research; Foreign Countries; Higher Education; *Interdisciplinary Approach; Lifelong Learning; *Literacy Education; *Research Needs; Role of Education; *Social Sciences; Universities
IDENTIFIERS- *India

This book presents an adult educator's perspective on the social sciences and the goal and vision of adult education. Adult education is defined as a social science and as a field of practice based on a unique body of theory and knowledge. The discovery of meaning through relevant research is discussed. Various barriers that prevent people from participating in education or in society are examined. The misunderstanding that many people have about motivation is considered, especially the tendency to blame an educational program's failure to do well on the intended learner group's "lack of motivation" rather than on the program's questionable relevancy to that group. A discussion on selecting words with meaning suggests that the words and concepts used convey the values held; these in turn influence the way in which learning is organized. The point is made that perceiving learning as synonymous with living and viewing learning as a lifelong process have profound and far-reaching implications. The meaning of adult education as a social science and its similarities to other social sciences are then discussed. A discussion of agencies, in India and internationally, that apply the knowledge comprising adult education and with which adult educators cooperate and work is included, and networking with the social sciences is addressed. A discussion of the expanding role of universities in adult education includes a section on the dissemination of knowledge through extension. The need for relevant and alternative approaches to research is addressed, with some attention given to kinds of collaborative research that the social sciences may undertake. (97 references) (YLB)

ED 340 835 CE 059 373

Mohanty, B. B.
Adult Education: Some Reflections. Series 173.
PUB DATE- 89
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; Adult Literacy; Audiovisual Aids;

Influences; *Locus of Control; Organizational Climate; Persistence; Planning; Problem Solving; *Psychological Characteristics; Self Esteem; *Small Businesses
IDENTIFIERS- *Nepal; Rotter Internal External Locus of Control Scale

A biographical and psychological survey of Nepali entrepreneurs was carried out with five objectives: develop a Biographical Information Bank, develop organizational profiles, determine the locus of control, determine whether entrepreneurs are individualistic or collective, and determine the entrepreneurs' profile along the 13 entrepreneurship competencies (initiative, sees and acts on opportunity, persistence, information seeking, concern for high quality of work, commitment to work contract, efficiency orientation, systematic planning, problem solving, self-confidence, assertiveness, persuasion, and use of influence strategies). Nepali entrepreneurs trained by the Small Business Promotion Project were called the New Business Creation (NBC) group. The NBC group (N=151) was compared to a control group (N=88). The instrument, in Nepali, consisted of two parts: (1) demographic variables, family variables, and business profile; and (2) three psychological instruments--Rotter's Locus of Control Scale, INDCOL scale, and Personal Entrepreneurship Characteristics scale. The following are among the findings: (1) typical Nepali entrepreneurs are male, poor or lower middle class, and well educated; (2) their major problems are related to finances and government regulations; and (3) they have internal locus of control and believe in hard work rather than fate or luck. (Biographical, business, and psychological profiles are provided. The document includes 88 references, 20 tables, the study instrument in Nepali and English, and a list of 9 problems faced by entrepreneurs.) (NLA)

ED 340 853 CE 059 920

Fellenz, Robert A.; Conti, Gary J.
Kellogg Center for Adult Learning Research. Final Report and Third Year Report.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; American Indian Education; American Indians; Cultural Differences; *Educational Research; Foreign Countries; Illiteracy; Institutes (Training Programs); Learning Strategies; *Literacy Education; Older Adults; Research and Development Centers; Research Projects; Retirement; Summer Programs; Teaching Methods
IDENTIFIERS- Kellogg Center for Adult Learning Research MT

This document contains the final report and the third-year report of the Center for Adult Learning Research, which was established at Montana State University (MSU) in December 1985 with support from the W. K. Kellogg Foundation. The final report reviews first- through third-year activities. It describes the following research projects: strategies adults use in real-life learning; lasting impact of a study group; empowerment of retired citizens; place of literacy in the life of the low-literate adult; development of a model to demonstrate that investment in adults' capital assets improves economic development; effect on learning and teaching of cultural differences in regard to selfhood among citizens of

IDENTIFIERS- *Iowa

This curriculum guide contains units of study for high school health science courses in Iowa. The first section is a competency outline for three topics: introduction to health care; nurse aide/orderly; and rehabilitation aide. For each competency, the following information is provided: objectives; suggested learning activities; resources; and terminology. A competency outline for basic anatomy and physiology lists what students should be able to do as a result of studying the 11 topics listed. The third section of the document contains lesson plans for the following courses: introduction to health technology and careers; nurse aide/orderly; rehabilitation aide; home health aide; and anatomy and physiology. Lesson plans include a unit outline, required vocabulary, and teaching activities for each topic. The final section of the document is a resource directory listing 26 books/manuals, 56 audiovisual materials, and 14 brochures/pamphlets. (KC)

ED 340 871 CE 059 976

Street, Brian, Ed.
Literacy in Development: People, Language and Power. Papers Given at, Relating to and Produced by the International Seminar Held at the Commonwealth Institute for International Literacy Year (London, England, April 6-7, 1990).
PUB DATE- Apr 90
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Curriculum; *Developing Nations; *Economic Development; Foreign Countries; Illiteracy; *Instructional Materials; *Literacy Education; *Nonformal Education; Politics; *Program Development; Program Implementation
IDENTIFIERS- Botswana; India; Zambia

This report consists of papers given at, relating to, and produced by an international seminar that emphasized sharing practical experience and analyzing conditions necessary to set up and sustain a literacy program. The first section provides an "Introduction" (James Porter) and "Background to the Seminar" (Alan Rogers). Opening session papers include "The Meaning of Illiteracy: Moving from Rhetoric to Reality" (Manzoor Ahmed) and "Women, Literacy, and Development" (Lalage Bown). Information on organization of the workshops is followed by the "Seminar Programme Introductory Talk to Workshop Leaders" (Brian Street). The following papers and reports are provided for four workshops: "Literacy in Zambia: Human and Economic Crisis" (David Alexander); "The Relationship of Nonformal Education and Development" (David Stephens); "Which Literacies?" (Brian Street); "Definitions and Politics" (Didacus Jules); "Reflections on the Botswana National Literacy Programme" (E. K. Townsend Coles); "Case Studies from India" (Moitraye Mukhapadyaya); "Ideology and Curriculum" (Juliet McCaffrey); and "Appropriate Materials and Method in Literacy Teaching" (L. S. Saraswathi). A report to the plenary session is provided for each workshop. An "Afterword" (L. S. Saraswathi), "Comments on Workshops" (Brian Street, Alan Rogers), and a list of speakers and workshop leaders conclude the report. (YLB) included. For each training unit, general and terminal performance objectives are provided, with spaces for supervisor and apprentice signatures indicating completion of terminal performance objectives. Unit titles are as follows: (1) protect self and others; (2) devise and detail the job; (3) prepare and operate support equipment; (4) set up/operate saws; (5) set up/operate drilling machines; (6) set up/operate lathe machines; (7) set up/operate grinding machines; (8) set up/operate milling machines; (9) set up and verify numerical control (NC) program and tooling for new part; (10) set up/operate NC machines; (11) set up/operate conventional/RAM and wire-cutting electrical discharge machine (EDM); (12) perform benchwork; (13) build jigs and fixtures; and (14) build dies. A competency analysis profile chart is attached. (NLA)

ED 340 889 CE 060 037

National Literacy Act of 1991. Report To Accompany H.R. 751. Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 1st Session.
PUB DATE- 18 Mar 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Educational Finance; Education Work Relationship; Employer Employee Relationship; *Family Programs; *Federal Legislation; Labor Force Development; *Literacy Education; Program Costs; Quality of Working Life; Work Environment
IDENTIFIERS- *National Literacy Act 1991; *Workplace Literacy

The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels. The legislation provides for research and program delivery. All sectors, including public, community-based, volunteer, business, and industry programs, are involved in the provision of literacy services. This document records the text of the act as amended by and reported out of the Committee on Education and Labor of the U.S. House of Representatives. The document also includes the following: (1) an explanation of the background and need for the legislation and an explanation of the bill by its six titles (Literacy: Strategic Planning, Research, and Coordination; Workforce Literacy; Investment in Literacy; Business Leadership for Employment Skills; Books for Families; and Literacy for Incarcerated Individuals); (2) a cost estimate for implementation of the legislation; and (3) a section-by-section analysis of the bill. (KC)

ED 340 890 CE 060 038

Veterans' Educational Assistance Amendments of 1991. Report To Accompany S.868. Senate, 102nd Congress, 1st Session.
PUB DATE- 26 Jul 91
NOTE- 21p.; Calendar No. 188.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disabilities; Educational Finance; Eligibility; Employment Services; *Federal Legislation; *Military Personnel; Postsecondary Education; Program Costs; *Veterans; *Veterans Education
IDENTIFIERS- Gulf War; *Veterans Educational Assistance

Camp, William G.
Professional Development of Teachers of Vocational Education. Reprint Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 28p.; In: Vocational Education and the Holmes Group, edited by Griggs, Jones, and Slocum (University of Illinois at Urbana, 1988) p145-169.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Classroom Techniques; *College School Cooperation; *Educational Cooperation; Field Experience Programs; Higher Education; Institutional Role; Instructional Development; Mentors; Preservice Teacher Education; Problem Solving; *Professional Development; Professional Recognition; Secondary Education; Teacher Centers; Teaching Skills; Traditionalism; *Vocational Education Teachers

A research and theory-based model proposed for the professional preparation and induction of vocational teachers suggests a collaborative problem-solving effort that would use a clinical approach to preservice preparation. Beginning teachers report problems not in subject material, but in instructional planning, delivery, and classroom management techniques. Although the most effective component of the teacher education process is field experience, more specific "pedagogical laboratories" should emphasize the practice and critique of teaching skills. Among the problems inhibiting smooth induction of beginning teachers are institutional responsibility, professional status of teachers, and lack of tradition in teacher education. There has been a widespread movement in general education to develop and implement a variety of induction programs. Assessment and support of beginning teachers are functions of induction programs. An effective mentoring program is beneficial in teacher induction. Teacher centers should serve the needs of vocational teachers. A collaborative effort should include professional centers, preservice instructional programs, and induction assistance for other school systems. The professional development center should be a direct relationship involving ongoing school and university contact to encourage cooperation. (85 references) (NLA)

ED 340 908 CE 060 108

Wardlow, George; And Others
Assessing the Nature and Operation of Institutional Excellence in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Cultural Context; Demonstration Programs; *Educational Environment; Educational Trends; *Excellence in Education; Extracurricular Activities; Humanization; Individual Differences; Institutional Mission; Instructional Innovation; Leadership Styles; Naturalistic

and formulate plans and goals. It is made up of short exercises and games that focus students' attention on their values and interests and suggest how those interests can relate to careers. Activities include checklists, score sheets, matching games, fill-in-the-blanks sentences, word puzzles, and word finds. Answers are provided. (KC)

ED 340 927 CE 060 151

Colorado's Success Stories. A Resource Book to Career Development.
PUB DATE- Jun 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; *Career Education; *Career Guidance; Competence; Counselor Role; *Demonstration Programs; Elementary Secondary Education; *Guidelines; Models; Postsecondary Education; Program Descriptions; Program Effectiveness; *Program Implementation; *School Guidance; State Programs; Statewide Planning
IDENTIFIERS- *Colorado; National Career Development Guidelines

This booklet summarizes some of Colorado's successful career development projects and provides a resource for delivering comprehensive career guidance programs. The first section of the booklet outlines the role of career development in Colorado and the National Career Development Guidelines of the National Occupational Information Coordinating Committee (NOICC), which form the basis for the Colorado projects. A matrix summarizes career development competencies by content area and level from elementary school through adult. This section is followed by seven case studies of projects deploying discretionary dollars; the projects range from building communication bridges to helping women to a holistic assessment program and technology in career development. The next section focuses on adapting the national model specified by the NOICC guidelines; six programs are profiled. The final sections of the guide list a resource handbook and a videotape, provide an order form for the National Career Development Guidelines, describe 11 NOICC Career Development Initiatives, and list 23 references. (KC)

ED 340 928 CE 060 161

Walling, Russell; And Others
A New Jersey Comprehensive Career Development Program Model.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Career Development; *Career Education; *Career Guidance; Course Content; Elementary Secondary Education; *Lesson Plans; Needs Assessment; Program Development; *Program Implementation; *School Guidance
IDENTIFIERS- National Career Development Guidelines

This manual is a guide to developing a comprehensive career

Standards
IDENTIFIERS- *National Career Development Guidelines

Because of changes in the economy, in technology, and in attitudes of employers and employees, career development and career guidance are receiving increased attention. Measurement of outcomes is increasingly necessary to determine the career development progress of all students and workers, especially women, minorities, and recent immigrants. It seems most appropriate that career development be delivered through comprehensive, systematic, and sequential programs available to all youth and adults throughout the life span. As a part of developing and delivering this type of career development program, planners and policy makers frequently identify desired outcome indicators or standards. The National Career Development Guidelines developed by the National Occupational Information Coordinating Committee (NOICC) are a recent example of a project that developed outcome measures and standards. Desired outcomes of comprehensive career guidance programs for participants at the elementary, middle school, secondary, and adult education levels have been identified and included in these guidelines. In addition, competencies that participants should gain at each level have been specified and indicators that individuals have attained those competencies are listed. The NOICC Guidelines also identify a process that states and local organizations can use to develop and implement standards for comprehensive career development programs at all levels. Connecticut and California have also set guidelines for career development programs. (This publication contains an annotated list of 12 print resources and 7 resource organizations.) (KC)

ED 340 946 CE 060 302

Imel, Susan
Implications of the New Perkins Act. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Disadvantaged; *Educational Change; *Educational Legislation; *Federal Legislation; Federal State Relationship; Government School Relationship; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Carl D Perkins Vocational Education Act 1984

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 represents the largest amount of federal funding ever authorized for vocational education. Effective July 1, 1991, the act enables Congress to spend up to $1.6 billion per year on state and local programs that teach the "skill competencies necessary to work in a technologically advanced society." The new law differs in several ways from the original Carl D. Perkins Vocational Education Act of 1984: (1) emphasizing the integration of academic and vocational education; (2) providing greater opportunities for vocational education to disadvantaged people; (3) requiring states to be more accountable for their vocational programs; (4) distinguishing between the secondary and postsecondary levels of vocational education; and (5) encouraging local districts to provide greater leadership in reforming and improving

AIDS prevention settings). This training model seems to have the potential for broader application among prison and parole populations. The ARRIVE model could function as an outpatient transitional program for parolees that are at-risk for Human Immunodeficiency Virus infection due to prior histories of IV drug use. Post-release residential drug abuse treatment is not an option for the great majority of paroled addicts. (Author/ABL)

ED 340 965 CG 023 920

Simoni, Jane M.
School-Based Mutual Support Groups for Parents.
PUB DATE- 20 Aug 91
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991); for related handbook, see CG 023 921.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Mothers; Parent Participation; *Parents; *Parent School Relationship; Program Effectiveness; *School Activities; School Counseling; *Social Support Groups

Parental involvement in schooling has been shown to bolster student performance. However, eliciting parents' participation in their children's schooling has proven to be an elusive task, particularly among parents from lower socio-economic and ethnic minority backgrounds. To encourage parent involvement in the school setting, an intervention that directly addresses parents' needs was proposed. The intervention, which involved school-based mutual support groups (MSGs) for parents, was designed and successfully implemented among lower socio-economic status English- and Spanish-speaking parents. Phone interviews were conducted with 43 participants (14 English-speakers and 29 Spanish-speakers) and 53 nonparticipants (27 English-speakers and 26 Spanish-speakers) to investigate differences in demographics, perceptions of parenting stress and problems, propensity for help-seeking, attitudes towards school-based MSGs, psychological and social coping resources, and environmental factors. All participants and nonparticipants were mothers. Data from the interviews indicated that parents who opted to participate in the groups reported a greater need for social support and greater dissatisfaction with their present support systems. The participating parents also reported experiencing greater stress around their parenting role and lower levels of parenting competence. Finally, the participants appeared to possess less adequate psychological coping resources, specifically they reported lower levels of self-esteem and mastery and more "feeling bad." Results from the study suggest that MSGs may be a feasible intervention for low-income and ethnic minority parents. They also appear to be recruiting parents in need of social support and parenting skills. (Author/ABL)

ED 340 966 CG 023 921

Simoni, Jane M.
School-Based Mutual Support Groups for Parents: An Intervention Guidebook.
PUB DATE- 90
NOTE- 33p.; For a related document, see CG 023 920.
LANGUAGE- English

utilized with special populations such as children, adolescents, adults, the elderly, groups, and families; and (5) art-related exercises. Chapter 9 discusses trends in counseling and creative arts, focusing on research, education, identity, and the interdisciplinary movement. Each chapter opens with a short poem by S. T. Gladding, and includes references. The book concludes that creative arts in counseling are currently undergoing a transition that promises to be long-term and productive, with major efforts underway on a grass-roots level to promote the recognition of creative arts therapies in a more positive way as a profession. (ABL)

ED 340 985 CG 023 941

Herlihy, Barbara; Corey, Gerald
Dual Relationships in Counseling.
PUB DATE- 92
NOTE- 253p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Collected Works - General (020)
DESCRIPTORS- College Students; *Conflict of Interest; *Counselor Client Relationship; Counselor Educators; Counselors; *Counselor Training; Elementary Secondary Education; Higher Education; Sexuality; Supervisors
IDENTIFIERS- *Dual Relationship (Counseling)

Issues involving dual relationships in counseling are discussed in this monograph. Dual relationships occur when counselors have another, significantly different, relationship with one of their clients, students, or supervisees. This monograph is intended to be a resource that reflects the current thinking of the counseling profession and that represents the diversity of opinion that exists. The book is organized in four parts: Part I contains two chapters that provide a general introduction and overview of dual relationships. In chapter 1 the issues and areas of concern are defined. In chapter 2 the focus is on sexual dual relationships. The considerable body of existing literature is reviewed and discussed and questions are raised about some "gray areas." The remainder of the monograph focuses primarily on non-sexual dual relationships. In part II (containing chapters 3, 4, and 5) issues in the preparation and supervision of counselor trainees are examined. Part III (containing chapters 6-11) focuses on how dual relationships affect practitioners in various settings and aspects of their work. Issues that confront counselors in private practice, college personnel workers, school counselors, rehabilitation counselors, group counselors, and consultants are discussed. In the single chapter of part IV (chapter 12) key themes are identified, questions are asked to encourage integration and reflection, and a decision-making model is presented. It is noted that dual relationships, especially nonsexual dual relationships, will in all probability continue to be discussed and debated well into the 1990s. (ABL)

ED 340 986 CG 023 943

Walz, Garry R., Ed.; Bleuer, Jeanne C., Ed.
Developing Support Groups for Students: Helping Students Cope with Crises.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 198p.; For Modules 1/2 and Module 3, separately analyzed,

related to social support, Study 2 included a comparison group of men in order to replicate and extend the results from Study 1. Respondents were 94 males and 105 females who were approached in the only grocery store in the county. Results from Study 2 revealed that received emotional support was positively correlated with social density for female respondents but was not significantly correlated with social density for a comparison group of male respondents. (LLL)

ED 341 004 CG 023 961

Drug and Alcohol Use among New Jersey High School Students 1990.
PUB DATE- 90
NOTE- 190p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drinking; *Drug Use; High Schools; *High School Students; Identification; State Surveys; Student Attitudes; Trend Analysis; Use Studies
IDENTIFIERS- New Jersey

In the fall of 1979 the Department of Law and Public Safety established a task force on juvenile drug and alcohol use in New Jersey. A survey instrument was developed as a cooperative effort by the Departments of Law and Public Safety, Education, and Health, and was administered to approximately 2,000 high school sophomores, juniors, and seniors throughout New Jersey. The data obtained from that survey were analyzed to identify and describe the types of substances used, the frequency of use, and patterns of substance abuse. Information was also reported regarding the perceived availability of illicit substances and respondent attitudes regarding substance use. The results of the survey were issued in the spring of 1981. Subsequent administrations of the survey took place in 1983, 1986, and 1989. Findings from the 1989 survey are organized into two major sections in this report: Prevalence of Substance Use, and Student Attitudes and Patterns of Substance Use. Each section includes both narrative highlights of the major findings as well as detailed tables of the relevant data. In addition, comparisons are made throughout the report between the findings of this and the previous surveys. To assist in identifying noteworthy trends in the data, notations are included indicating those changes which are statistically significant. A third section is included containing more detailed data regarding the frequencies of specific substance use by major respondent subgroups. The 1989 survey instrument is appended. (LLL)

ED 341 005 CG 023 962

Drug Education: Rural Programs Have Many Components and Most Rely Heavily on Federal Funds. Report to the Chairman, Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, House of Representatives.
PUB DATE- Jan 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Drinking; Drug Use; Elementary School Students; Elementary Secondary Education; *Financial Support; *Grants;

First-year students taking developmental courses need the kind of guidance a freshman seminar can provide when the advice is directly relevant to their progress. An alternative to assigning a heterogeneous group of students to an academic advisor is to offer a course which enriches the key elements of a freshman seminar while applying the standard components of a developmental course in college reading and writing to its content. The advantage of this integrated approach is that students get help at the right level from a professor who knows them and their abilities. To plan an effective syllabus, instructors must consider both the students' and the administration's goals. It has been found valuable to build the course around 10 themes culled from 10 issues that students have cited and that they considered crucial to their adjustment to college: (1) roommates whose values differ; (2) relationships with parents; (3) weight; (4) grades, study habits, and time management; (5) drugs and alcohol; (6) coaches and sports performance; (7) career goals; (8) boyfriends and girlfriends; (9) minority issues; and (10) attitudes about students with disabilities. Integrating these concerns with administrative goals produces eight key elements to address in the course: career exploration, getting along with others, communicating with professors, individual conferencing, studying for exams, schooling versus education, equitable opportunity, and self-evaluation of the freshman experience. A sample syllabus demonstrates topics and activities which can be addressed in one semester, and prior research supports the implementation of such an integrated course. (One appendix--a grid which summarizes the contents of 3 texts which include important topics for a freshman seminar--and 15 references are attached.) (PRA)

ED 341 024 CS 010 798

Hafner, Lawrence E.
Development of Multiple Regression Equations To Predict Fourth Graders' Achievement in Reading and Selected Content Areas.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Intermediate Grades; Listening Skills; Multiple Regression Analysis; *Predictive Measurement; *Predictor Variables; *Reading Achievement; Reading Skills; *Standardized Tests; Vocabulary; Vocabulary Development; Word Recognition
IDENTIFIERS- California Achievement Tests; Florida

A study developed a multiple regression prediction equation for each of six selected achievement variables in a popular standardized test of achievement. Subjects, 42 fourth-grade pupils randomly selected across several classes in a large elementary school in a north Florida city, were administered several standardized tests to determine predictor variables of vocabulary, general information (prior learning), arithmetic, word recognition, and listening skills. The dependent variables (reading vocabulary, reading comprehension, language total, math total, science, and social studies) were measured using subtests or combinations of subtests of the California Achievement Test, Form E. Data were processed by computer programs and yielded mean scores, a correlation matrix, multiple correlations, and regression prediction formulas for each dependent variable. The multiple correlations obtained ranged from a low of .77 for reading vocabulary to a high of

*Reading Comprehension; Secondary Education; Teacher Improvement; Thinking Skills
IDENTIFIERS- Ohio

This individualized inservice packet on interpretive comprehension in the content areas provides teachers with instructional guidelines and information relating to the development of interpretive comprehension skills. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. Intended to lead students beyond the literal level of information gathering to interpretive thinking and acquisition of meaning, the booklet focuses on 13 suggested applications with learners: (1) locating the implied main idea; (2) finding and relating the support details; (3) drawing conclusions; (4) summarizing; (5) inferring sequence; (6) hypothesizing; (7) making comparisons; (8) categorizing; (9) inferring cause and effect; (10) recognizing character traits; (11) interpreting figurative language; (12) reading critically; and (13) utilizing reading for problem solving. A self-corrective post test, a glossary, and a 20-item bibliography are attached. (SR)

ED 341 043 CS 010 820

Vocabulary Development in the Content Areas through Word Recognition Skills. Individualized Inservice Packet Number V. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 49p.; For other packets in the series, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Reading; Context Clues; Independent Study; Inservice Teacher Education; Intermediate Grades; Learning Strategies; Secondary Education; Teacher Improvement; *Vocabulary Development; *Vocabulary Skills; *Word Recognition
IDENTIFIERS- Ohio

This individualized inservice packet on vocabulary development in the content areas aims to enable teachers to equip students with varied word recognition skills. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's four main sections deal with the following areas: (1) context clues; (2) structure (compound words, prefixes and suffixes, roots and affixes, and basic principles of syllabication); (3) sound (basic phonic principles); and (4) dictionary skills. A self-corrective post test, a glossary, and a 21-item bibliography are attached. (SR)

ED 341 044 CS 010 821

Vocabulary Development in the Content Areas through Word Meaning. Individualized Inservice Packet Number VI. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80

shifting focus from reader to text in written responses to literature, and explored the stances that readers adopt as they focus on personal, textual, and extra-textual concerns. Ten proficient and 10 less proficient undergraduate readers engaged in open-ended, exploratory written responses to 4 literary texts outside of the classroom setting. Analyses suggested that proficient and less proficient readers respond to literary reading in fundamentally different ways. Less proficient readers tend to focus heavily on "reader bound" descriptions of personal experience, while proficient readers tend to use personal experience as a way of reflecting on textual and extra-textual events. Analyses revealed that while all readers in the study journeyed into their own world, the world of the text, and the world beyond, proficient readers explored these worlds through a stance of connecting and extending, while less proficient readers often seemed to adopt a posture of disconnecting and escaping. (A table and two figures are included.) (Author/PRA)

ED 341 064   CS 213 147

Greene, Stuart
Mining Texts in Reading to Write. Occasional Paper No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discourse Analysis; Elementary Secondary Education; Higher Education; *Reader Text Relationship; *Reading Processes; *Reading Writing Relationship; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- *Constructivism

Reading and writing are commonly seen as parallel processes of composing meaning, employing similar cognitive and linguistic strategies. Research has begun to examine ways in which knowledge of content and strategies contribute to the construction of meaning in reading and writing. The metaphor of mining can provide a useful and descriptive means for understanding how writers read purposefully to develop discourse knowledge they can use to accomplish composing goals. Pragmatic reading, like mining, is fueled by three strategies that can inform it: (1) reconstruction situation or context; (2) inferring or imposing structure; and (3) identifying choices in language. Constructivist theories of reading, which view comprehension as an active process of composing meaning, can provide a framework for understanding how a sense of authorship can motivate and influence reading. Examples from think-aloud protocols collected from students as they read an argumentative essay with a view to writing one themselves, illustrate how students used the three key strategies, and show how, in mining texts, students conduct an inquiry that informs them about the texts they have read and the ones they can produce. Mining texts is an ongoing process of reading, analyzing, and authoring that recognizes the social nature of discourse. Students gain critical knowledge about the appropriate uses of certain strategies in different situations. If students are to read in the role of writers, teachers must give them opportunities to write. (Sixty references are attached.) (SG)

*Undergraduate Students
IDENTIFIERS- Cross Examination Debate Association; Debate Coaches; *Debate Tournaments; Indiana; Michigan; *Novice Debate Association; Ohio

In the spring of 1987, several coaches at a forensic tournament expressed concern over a general lack of "safe debate" competition for novices. The coaches agreed that the solution was mutual support among themselves and a supportive environment which placed new debaters on an equal footing. That same spring, three colleges took part in a novice competition at Ferris State University (Michigan), at which most participants received trophies. The goal was to host a tournament in which novices could feel secure to practice the skills they learn and to learn new ones in a nurturing environment. Coaches became increasingly committed to inexpensive, supportive novice tournaments, and the Tri-State Debate Association (made up of coaches from Indiana, Michigan, and Ohio) began to take form. As the organization grew, it became the Novice Debate Association (NDA). By 1991 the group had 26 member institutions in 5 states. The organization's primary objective is to encourage novice level competition in Cross Examination Data Association (CEDA) debate by hosting events which allow nonthreatening, supportive, and balanced competition. The NDA asks judges to be competent and compassionate and to give constructive, supportive comments to participants. Debate has a place in the education of all students who live in a democracy. NDA supporters believe that the organization provides that opportunity. Relevant correspondence, an NDA membership list, a copy of the NDA Contitution and Bylaws, and minutes of a meeting are appended. (SG)

ED 341 084 CS 507 677

Bodenhamer, Julia A.
Forensic Friends Voice a Helping Hand in the Community.
PUB DATE- 1 Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Broken print may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; *Debate; Drama; Elementary Secondary Education; Higher Education; Persuasive Discourse; *Public Service; Social Change; *Student Volunteers; *Undergraduate Students
IDENTIFIERS- Drama in Education; Oklahoma (Bartlesville); *Voluntarism

Volunteers are those who find that they have the ability to change at least one other person's life for the better. Public service programs can be established within the forensics medium. Such programs as "Kids on the Block," which uses puppetry to teach about individual differences, can benefit from forensics experience. Dramatic expertise, persuasive and informative techniques, and impromptu speaking skills are all developed through the project. In Bartlesville, Oklahoma, Special Program on Theatre Lessons in Theatre Education (SPOTLITE) involves fourth and fifth graders in a 4-day introduction to theater education. Forensics students can fulfill many roles in the program, by working with the young actors and helping them collect props, apply makeup, and build fails to teach adaptation to an audience. Furthermore, the problem-solution formula tends to dominate in competitions, while other persuasion patterns are downplayed. To increase the likelihood of achieving debate's educational purpose, planners can either add events requiring student experimentation with other organizational patterns or can change the approach to the persuasive speaking event. Adding such new events as inspirational speaking or courtroom advocacy merely addresses a symptom, not the problem itself. Experiential education, specifically Alverno College's Off Campus Experiential Learning Program, offers a useful model for improving the educational value of an activity. The program stresses three steps: (1) goal setting; (2) reading the environment (or, in the debate setting, audience analysis); and (3) reflecting. Such an approach can help underscore the educational purpose of debate competition. Consideration of the educational merit of persuasive speaking will contribute to its justification in the decades to come. (Nineteen references are attached.) (SG)

ED 341 103 CS 507 710

Dudczak, Craig; Day, Donald
Debate Philosophy Statements as Predictors of Critic Attitudes: A Summary and Direction of Research.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Content Analysis; *Debate; Higher Education; Interrater Reliability; Judges; *Persuasive Discourse; *Public Speaking; Questionnaires; Research Methodology; Research Needs
IDENTIFIERS- Cross Examination Debate Association; *Debate Theory; *Debate Tournaments; National Debate Tournament

Philosophy statements have been used in the National Debate Tournament (NDT) since the mid-1970s and the Cross Examination Debate Association (CEDA) National Tournament since its 1986 inception. The statements should help debaters adapt to critics' expressed preferences. Moreover, philosophy statements can guide the study of argumentation theory and practice. Philosophy statements have been examined through: (1) self-report instruments completed by debate critics; (2) content analysis of judge philosophy statements; and (3) examination of CEDA and NDT debate critics' ballots. A fourth, "integrated," approach combines two or more sources of data and/or methods of data analysis. A study using content analysis in comparing NDT judge philosophy statements with ballots found high consistency between the two. Lower levels of consistency were found in four studies which compared the debate critics' professed preferences with their expressed ballot behavior and used survey instruments in combination with content analysis to evaluate debate critic behavior. Further research should examine the suggestion that judge philosophy statements have substantially higher predictive power than do survey questionnaires. The willingness of critics to employ paradigms other than their expressed preferences also bears study. It is also necessary to determine whether researchers' measurement instruments are reliable. (One figure is included; 21

Shaughnessy, Mary Angela
The Law and Catholic Schools: Approaching the New Millennium.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; *Catholic Schools; Confidential Records; *Court Litigation; Discipline; Elementary Secondary Education; Expulsion; Legal Responsibility; Personnel Policy; Principals; Private Schools; *School Law; Search and Seizure; *Student Rights; Suspension; Teacher Discipline; Teacher Dismissal; *Teacher Rights; Torts

The laws affecting education in the United States today can generally be classified according to four categories: (1) Constitutional law (both state and federal); (2) statutes and regulations; (3) common law principles; and (4) contract law. Students and teachers in private schools are not protected by federal Constitutional law because they are private agencies. For example, Catholic school administrators can restrict both student and teacher speech. In the Catholic school, contract law is the predominant governing law. The existence and roles of all parties involved in Catholic schools are governed by canon law, the law of the Catholic Church. Although civil courts will not allow religious institutions to evade legal responsibilities by invoking church law, churches have significant autonomy within the wide parameter imposed by civil law. After an overview of law as it pertains to Catholic schools, the next three chapters explore the legal duties and responsibilities of those involved in Catholic schools: bishops, pastors, principals, board members, teachers, students, and parents of students. The final section looks at some special situations such as corporal punishment, search and seizure, negligence, child abuse, and copyright laws. The book concludes with a detailed glossary and an index. (65 references) (MLF)

ED 341 124 EA 023 567

Weston, Susan Perkins
School-Based Decision Making: A Guide for School Council Members and Others.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Objectives; *Educational Planning; Elementary Secondary Education; Parent Participation; *Participative Decision Making; *School Based Management
IDENTIFIERS- *Kentucky

The Kentucky Education Reform Act of 1990 (KERA) requires the implementation of school-based decision making in all Kentucky schools by July 1996. The school-based decision making process offers the opportunity for parents, teachers, and principals to

DESCRIPTORS- Administrator Education; *Administrator Effectiveness; *Administrator Qualifications; *Administrator Role; Certification; *Educational Change; Elementary Secondary Education; Higher Education; *Instructional Leadership; Leadership Responsibility; *Leadership Training; Principals; Superintendents

The new age of education shows an increasing focus on human development through family involvement, community learning resources, community social service, staff development, involvement, technology, learning climate, and motivation/reward systems. Integration of these areas calls for skills that are not traditionally taught to school leaders. This document identifies key issues in the changing nature of leadership and proposes new programs for both the preparation and certification of school leaders. Six essays are presented: (1) "Leadership in a World of Change" (Terrence E. Deal); (2) "Leadership in Schools" (Richard C. Wallace, Jr.); (3) "The Knowledge Base for School Leaders" (Lloyd E. McCleary); (4) "Redesigning the Preparation of School Administrators: Toward Consensus" (Patrick B. Forsyth); (5) "Professional Certification and Licensure: Governance, Organization, and Procedures" (Dean B. Bowles); and (6) "Strengthening Professionalism: The Ethical Dimensions" (Michael P. Thomas). (LAP)

ED 341 145 EA 023 625

Goldberg, Clara
A Study of the Career Paths of Administrators in Central Office Positions in New York State Public Schools.
PUB DATE- 91
NOTE- 30p.; Some figures may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Administrator Qualifications; Career Choice; Educational Administration; Elementary Secondary Education; Occupational Mobility; *Public Schools; *Sex Fairness; *Superintendents; *Women Administrators
IDENTIFIERS- *New York

Findings from a study that examined the perceptions of New York public school superintendents toward specific administrative job applicants with respect to job title and sex and the impact on women's career paths in educational administration are presented in this paper. The first methodological phase, which examined the relationship between superintendents' gender expectations and their consideration of job applicants, surveyed all New York State superintendents. A 78 percent response rate was elicited. Phase 2, which had a 76 percent rate, surveyed 641 administrators to gather descriptive data about administrator characteristics. Findings indicate that applicants' gender or job titles had no effect on the superintendents' perceptions of viable candidates for traditional administrative positions. Certain positions, however, were isolated. The low number of women superintendents could be due to a lack of career aspiration. One table and three figures are included. (3 references) (LMI)

ED 341 146 EA 023 626

Gmelch, Walter H.; Burns, John S.
The Cost of Academic Leadership: Department Chair Stress.

ED 341 166 EA 023 681

Gordon, Stephen P.
How To Help Beginning Teachers Succeed.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Mentors; Needs Assessment; Teacher Morale; *Teacher Orientation

Many beginning teachers leave the profession after only 2 years. In an effort to help beginning teachers succeed, the Beginning Teacher Assistance Program (BTAP) was created to combat unforseen difficulties. The main difficulties are environmental in nature: (1) difficult work assignments; (2) unclear expectations; (3) inadequate resources; (4) isolation; (5) role conflict; and (6) reality shock. The Beginning Teacher Assistance Program is a formal, systematic effort to provide ongoing assistance to the new teacher during the induction period (usually 3 years). The program relies on the use of mentors and direct needs assessments. Many types of assistance cannot be planned ahead of time, and each program is individualized with the help of the mentor and support group. Initial assistance may include providing helpful information about specific responsibilities, the school, the community, school district policies and procedures, and the curriculum. Celebrating the beginner's arrival, establishing rapport, and providing an orientation are also very helpful. The program also provides for ongoing assistance, ranging from providing moral support to conducting seminars. To assess the overall value of the program and to make necessary changes, an evaluation is suggested. (72 references) (LAP)

ED 341 167 EA 023 689

Sykes, Reginald L.; Blendinger, Jack
School Climate and the Principal's Group Interaction Behavior.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; High Schools; *Instructional Leadership; Interaction; *Intergroup Relations; *Principals; *Teacher Administrator Relationship; Teacher Attitudes
IDENTIFIERS- *Mississippi

Findings from a study that examined the relationship between the principal's faculty interaction behavior and school climate are presented in this paper. A total of 190 out of 250 Mississippi high school teachers responded to a survey that sought to determine if differences existed between ratings of their principal's staff interaction behaviors and their perceptions of school climate. Findings indicate that teachers held more goal, titles of written materials or other products available from the project, and topics that the project's staff can consult in and issues they are willing to discuss on the telephone. Project materials listed include assessment materials, curricula, training materials, model intervention strategies, and research reports. (JDD)

ED 341 186 EC 300 859

Perlman, Leonard G., Ed.; Hansen, Carl E., Ed.
Employment and Disability: Trends and Issues for the 1990's. A Report on the 14th Mary E. Switzer Memorial Seminar (Washington, D.C., May 7-9, 1990).
SPONS. AGENCY- Du Pont Corp., Wilmington, Del.; President's Committee on Employment of People with Disabilities, Washington, DC.
PUB DATE- Oct 90
NOTE- 93p.; Additional support was provided by: Champion International; The Dole Foundation for Employment of People with Disabilities; Inter-National Association of Business, Industry and Rehabilitation; International Association of Machinists and Aerospace Workers; National Rehabilitation Counseling Association; National Rehabilitation Hospital; and RETEC USA, Inc.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Corporate Support; *Disabilities; Employment Opportunities; *Employment Patterns; Entrepreneurship; Federal Legislation; Futures (of Society); Hispanic Americans; *Trend Analysis; Unions; *Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990

This report on the 14th Mary E. Switzer Memorial Seminar addresses trends and prospects for employment of persons with disabilities. The monograph begins with an introduction by Leonard G. Perlman and Carl E. Hansen, a foreword by Richard S. Materson, a list of seminar sponsors and Switzer scholars, a statement on the legacy of Mary Elizabeth Switzer by Nell C. Carney, and an overview of employment expectations of persons with disabilities in the 1990s by John D. Kemp. The report then presents the following chapters and special invited papers: "Employment and Disability: Emerging Issues for the 1990s" (Reed Greenwood); "Employment and the Worker with a Disability: A Corporate View" (Tom O'Bryant); "A Strategy for Small Enterprise Development by Individuals with Disabilities" (Neal W. Nathanson); "Employment and Disability: A Point of View from the Labor Unions" (Charles E. Bradford); "The Role of Rehabilitation and the Issues of Employment in the 1990s" (John J. Benshoff); "Window of Opportunity: Disabled Hispanics in the Labor Force" (Antonio Suazo); "Projects with Industry: The Concept and the Program" (Sandy A. DeSantis); "Improving Employment Opportunities for Persons with Disabilities: A Thumbnail Sketch of Corporate Initiatives" (Lana Smart); "1990: Equal to the Task II" (Richard L. Drach); "The Americans with Disabilities Act: A New Era" (Paul G. Hearne); and "Human Resources: Their Impact on Rehabilitation" (Paul L. Scher). Seminar recommendations and an eulogy for Mary E. Switzer conclude the monograph. (JDD)

ED 341 187 EC 300 860

Sherman, Lawrence W.; And Others
Written Language in Exceptional Male Elementary School Children: A Comparative Analysis of the Learning Disabled/Gifted.

the effectiveness of an instructional package to improve social skills and to increase generalization and maintenance of the skills. Skills that had been observed to elicit reinforcement in environments that the students were expected to use following graduation were selected for instruction. Students improved their performance of target skills in the instructional setting. Maintenance and generalization to unstructured social environments were variable. The second study addressed the effectiveness of a "loose" training procedure to facilitate generalization to natural environments. The procedure was effective in improving student performance and in generalization to non-training environments; however, training contingencies were needed to maintain generalization. Interviews were conducted with teachers, employers, co-workers, and acquaintances regarding the social validity of the procedures and the results. The final study addressed variables that may affect social interaction. Interview and observational data were analyzed for content. Results indicated that performance in social interactions may be affected by the perceptions of the interaction partner, the type of the interaction, the settings where the interactions occur, and the relationship between the interactors. Appendices contain observation and interview forms, case examples, coding procedures, and other administrative materials. (Approximately 100 references) (Author/PB)

ED 341 206 EC 300 879

Hofmeister, Alan M.
Intelligent Computer-Aided Instruction of Study and Metacognitive Strategies. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Educational Media; *Expert Systems; High Schools; Hypermedia; Instructional Effectiveness; Junior High Schools; Learning Strategies; *Metacognition; Middle Schools; Notetaking; *Programed Instructional Materials; *Reading Difficulties; *Study Skills; Teaching Methods

This project explored the potential of applying the technologies of computer-assisted instruction and expert systems to implementation of cognitive and metacognitive strategy instruction programs. A prototype program consisting of three computer-assisted instruction modules was developed to teach procedures required for the use of skimming, summarizing, and notetaking study strategies. After prototype field testing, the modules were adapted from an independent study format toward a teacher-directed and/or group-based format. Hypertext programming was used to provide a structure to assist teachers in explaining the steps and rationale of study strategies and to prompt the application of those strategies to sample reading passages. Expert system programming technology was used in a fourth module to provide a guide for group-based discussion of the application of metacognitive strategies. The fourth module demonstrated how the skimming, summarizing, and notetaking strategies could be used to complete common school tasks, such as preparing for instruction, completing written assignments, and studying for tests. This program was presented to 89 inadequate training to care for children with disabilities. Five recommendations are presented: (1) a statewide training and technical assistance resource program for child care providers should be developed; (2) a comprehensive generic information and referral system which includes child care options should be developed; (3) access to child care should be improved by helping providers to finance start-up costs and comply with federal requirements; (4) this report should be disseminated to interested groups; and (5) planning efforts should continue on providing child care for children with severe disabilities. Individual chapters address the project background and historical perspective, project methodology, findings and conclusions, and recommendations. Appendices include term definitions, a listing of critical elements for child care policy development, and the survey instruments. (54 references) (DB)

ED 341 224 EC 300 899

Porter, Gordon L., Ed.; Richler, Diane, Ed.
Changing Canadian Schools: Perspectives on Disability and Inclusion.
PUB DATE- 91
NOTE- 330p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Child Advocacy; Delivery Systems; *Disabilities; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Legal Responsibility; *Mainstreaming; *Parent Participation; Program Implementation; Social Integration; Teacher Role; *Teaching Methods
IDENTIFIERS- *Canada

The 15 papers in this collection present a Canadian perspective on providing services to children with disabilities in regular classes and schools. The papers are grouped into three sections: Philosophical, Legal and Historical Overview; Parent and Self-Advocacy; and Innovations and Practical Applications. Chapters have the following titles and authors: "Changing Special Education Practice: Law, Advocacy and Innovation" (Gordon L. Porter and Diane Richler); "Inclusive Education as Social Policy" (Diane Richler); "Education: A System of Social Disempowerment" (Marcia H. Rioux); "Access to Equality in Education: The Power of Parents" (S. Dulcie McCallum); "Principles of Change: A Parent's Perspective on the Education System" (David Jory); "The Road to Inclusion: One Family's Story" (Alene Steinbach); "A Will To Learn: The Experiences of a Self-Advocate in the Education System" (Marcia Marcaccio); "The Methods and Resource Teacher: A Collaborative Consultant Model" (Gordon L. Porter); "Leading the Way: The Role of School Administrators in Integration" (Darlene E. Perner); "The Role of the Classroom Teacher" (Margaret Murray); "Implementing Multi-Level Instruction: Strategies for Classroom Teachers" (Jean Collicott); "Problem Solving Teams: A Thirty-Minute Peer-Helping Model" (Gordon L. Porter et al.); "Student to Student: Curriculum and the Development of Peer Relationships" (Julie Stone and Charlotte Campbell); "Beyond Behaviour: A Case of Social Intervention Strategies for a Student with Challenging Behaviours" (Brian Kelly and Jeff den Otter); "On Campus: Integrated Post-Secondary Education" (Melanie Panitch). (80 references) (DB)

Useful Are Word Lists in Contrastive Analysis?" (J. L. Wyatt); "Coarticulatory Propensity: The Case of English and Polish Consonant Clusters" (S. Puppel); "Some General Remarks on Ulrich Blau's Interpretation of Sentences with Referential But Actually Nonreferring Expression Co-occurring with Referential Predicates" (E. Mioduszewska); "Post-transformational Stem Derivation in Fox" (I. Goddard); "Notes on Subjacency as a Syntactic Constraint in Arabic and English" (M. J. Bakir); "The Intonation of Questions in English and Arabic" (S. El-Hassan); "Some Cases of Lexicalization" (B. Korponay); "Contrastive Analysis at Discourse Level and the Communicative Teaching of Languages" (S. Marmaridou); "Connecting L1 and FL in Discourse-Level Performance Analysis" (L. S. Evensen and I. L. Rygh); "How Do Poles Perform English 'Tips of the Slung'?" (K. Dziubalska-Kolaczyk); "Contrastive Studies and the Problem of Equivalence in Translation" (G. Weise); "Accuracy Order for English as a Foreign Language in Poland" (B. Krakowian); and "A Study of Some Factors Affecting the Sequence and Rate of Acquisition of ESL by Adult Refugees in Western Pennsylvania" (M. Siudek). (LB)

ED 341 243 FL 019 999

Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics, Volume Twenty Three. The Polish-English Contrastive Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 234p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adjectives; Annotated Bibliographies; Arabic; Arabs; *Comparative Analysis; Consonants; *Contrastive Linguistics; Cross Cultural Studies; Czech; Discourse Analysis; Dutch; English; Foreign Countries; German; Language Acquisition; *Language Classification; Linguistic Borrowing; *Morphology (Languages); Polish; Semantics; Sentence Structure; *Structural Analysis (Linguistics); Text Structure; Uncommonly Taught Languages; Verbs
IDENTIFIERS- Polish English Contrastive Project

Ten articles are presented in this volume on contrastive linguistics. The articles and authors are as follows: "Contrastive Grammar: Theory and Practice" (F. Aarts and H. Wekker); "On the Semantic and Morphological Status of Reversative Verbs in English and German" (W.-P. Funk); "The Problem of Directionality in Contrastive Studies Based on Cognitive Linguistics" (R. Kalisz); "Towards Contrastive Morphology: The Comparative Degree of Polish and English Adjectives" (A. Wojcicki); "Dutch Loanwords in Munsee: The Contrastive Phonology of Borrowing" (P. Swiggers); "Transfer and Related Strategies in the Acquisition of English Relative Clauses by Adult Arab Learners" (H. Y. Tushyeh); "On the Disparity Between Morphological and Semantic Structure of Derivatives" (B. Pasternak-Cetnarowska); "English Verbal Complements, Dutch Speaking Learners, and the Role of Length: An Investigation of Error in One Area of English Grammar" (J. P. Kirby); "Tonic Prominence and the Coding of Thematic-Rhematic Relations" (M. Pakosz); and "On Quantifiers and Negation in Czech" (A. Grygar-Rechziegel). (LB)

ED 341 244 FL 020 000

underlie expository reading and writing knowledge. It is further suggested that student awareness of knowledge structures and information patterns improves the retention of subject matter. Research on cognition is also reviewed regarding "student tasks," or those metacognitive strategies that language learners use in order to gain second language knowledge. The idea is proposed that student tasks may form the basis for teaching and learning strategies such as cooperative learning and English for specific purposes. It is suggested that knowledge structures and student tasks are complementary and that more research should explore their relationship. Contains approximately 145 references. (LB)

ED 341 265 FL 020 035

Yawkey, Thomas D.; Prewitt-Diaz, Joseph O.
Early Childhood: Theories, Research and Implications for Bilingual Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 33p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Cognitive Development; Early Childhood Education; *Language Acquisition; *Limited English Speaking; *Linguistic Theory; *Sociolinguistics; Young Children

Two theoretical frameworks, which underlie education programs for young Limited-English-Proficient (LEP) children, are explored: cognitive/developmental and maturational/linguistic theories. The cognitive/developmental view supports the idea that intellectual and language growth and learning are action oriented and variable among young children and are affected by factors such as direct experiences with the physical and social worlds. The maturational/linguistic view stresses development and learning as a series of overlapping, predetermined, and continually emerging traits. A third view is recommended that is an offshoot of the maturational/linguistic view: the sociolinguistic perspective, which recognizes the significant affect that the sociocultural milieu has on children's language and intellectual traits. Several cognitive developmental implications for young LEP children are discussed, including practical applications to the early childhood classroom and home environments. Discovery learning (free, prompted, and directed) and the selection of materials for language and intellectual development are also suggested. Implications for further research are noted. Contains 62 references. (LB)

ED 341 266 FL 020 036

De Avila, Ed
Assessment of Language Minority Students Political, Technical, Practical and Moral Imperatives.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 54p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English

structure. Two principal types of repairs are distinguished: code- and discourse-related repairs. The results of the study indicate that both quantitative and qualitative changes occur in the use of these repairs along with the increasing proficiency of L2 learners. At the higher levels of proficiency, L2 learners tend to use, in general, more discourse- and less code-related repair. Individual repair profiles of L2 learners show, however, differences in the use of discourse-related repair. The study suggests repair to be a function of other contextual factors in the discourse, such as individual discourse production strategies, L2 learning experiences, cultural behavior patterns, and communicative settings. A further research project that focuses on cultural differences in adult L2 learners' self-repairs is also cited. (Author/LB)

ED 341 286 FL 020 056

Marsh, David
Seeking Clarification in Oral Tests.
PUB DATE- 91
NOTE- 7p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; Cultural Differences; *Discourse Analysis; Finnish; Foreign Countries; *Interviews; *Language Tests; *Oral Language; *Questioning Techniques; Standard Spoken Usage; Swedish; Uncommonly Taught Languages
IDENTIFIERS- Finland

This paper examines points in oral test interviews where an interviewee explicitly seeks clarification from the interviewer on the content of a question posed, prior to attempting to answer a question. Some of the interviews are drawn from the Finnish Foreign Language Diploma for Professional Purposes examination (Tyoelaman kielidiplomi); others are taken from foreign language test data collected at the Finnish Broadcasting Corporation (YLE). In each oral test interview, the interviewer was a native speaker of English (British or North American) and the interviewees, generally highly educated professionals, were native speakers of Finnish or Finland-Swedish. Four ways of seeking clarification were identified: (1) requests for partial clarification of the points raised in a question; (2) requests for full clarification of the points; (3) requests for clarification of terms; and (4) requests for clarification though nonverbal/paralinguistic signalling. The findings raised more questions than answers. It is suggested that the English native speaker interviewers in the sample attempted to place the test interview in an informal conversational mode, which was partially rejected by the Finnish interviewee. However, an intercultural difference in attitudes toward appropriate styles of discourse in the foreign language oral test interview may have been uncovered. (LB)

ED 341 287 FL 020 057

Raudaskoski, Pirkko
The Relevance of Repair for Self Explicating Artifacts.
PUB DATE- 91
NOTE- 9p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English

Citizen Participation; *Citizenship Education; *Communications Satellites; Cultural Awareness; Developing Nations; Distance Education; Foreign Countries; Illiteracy; Lifelong Learning; *Literacy Education; Mass Instruction; Material Development; Nationalism; Newspapers; Nonformal Education; Rural Areas; Technological Advancement; Voting
IDENTIFIERS- *India

This book is a compilation of 12 articles and papers on topics of relevance to adult education in India. "Nonformal Education in the Learning Society" highlights the importance of this type of education. "Adult Education in India" presents one educator's views about this topic, the size and dimensions of the problems, and the ways and means to tackle them. Other articles offer his views on a variety of subjects under the headings of: "Resource Development for Adult Education"; "Adult Education and National Integration"; "Civic Education"; "Voters' Education"; "Scientific Temper" (on the popularization of science and technology); "Rural Newspapers" (on their role in lifelong learning and post-literacy); "Publication and Distribution of Followup Materials"; and "Audio-Visual Materials for Adult Education and Library Services." A paper called "Adult Education Software for INSAT" discusses satellite communications, direct broadcasting, television, the Indian National Satellite (INSAT), communication support for adult education, India's Satellite Instructional Television Experiment, software planning, the production process, and software formats. The final article, "Communication Technology for the National Literacy Mission" addresses the issues identified for the success of the mission, strategy, communication components and inputs, and the future. Each article or paper concludes with a list of references. (YLB)

ED 340 836 CE 059 374

Shah, S. Y.
Adult Education in Bihar. Series 171.
PUB DATE- 89
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Developing Nations; Economic Development; *Educational History; Federal Aid; Foreign Countries; Illiteracy; *Literacy Education; Mass Instruction; *National Programs; Nontraditional Education
IDENTIFIERS- *India (Bihar State)

In Bihar, India, the number of illiterate people has increased during the last 5 decades despite the rise in the percentage of literacy. Reasons are lack of encouragement by the upper classes for education of the masses, lack of unity among lower classes to demand education as a matter of right, and a low base of development. The Mass Literacy Campaign carried out during 1938-47 is one of the most successful mass programs ever undertaken in the history of Indian adult education. It stands as an example of a social welfare program undertaken with the full cooperation and collaboration of governmental and nongovernmental agencies. Because the campaign created a group of well-educated and committed officials and a receptive atmosphere, the social education program of the 1950s could be implemented effectively. In the absence of a dynamic leader committed to adult education during the 1950s and 1960s and with the retirement of the well-oriented, dedicated body of officials created during the Mass Literacy Campaign, the progress of social education began to slow down. With the

China and the United States; and adult learning strategies and teaching and learning in the Native American community. The Summer Institute on Adult Learning and training and research assistance activities are summarized; project monographs are described, and publications of center staff are listed. The impact of the Kellogg Center on graduate students and faculty members and the effect of withdrawal of financial support for the Center are addressed. The third year report describes the following activities: Summer Institute on Adult Intelligence; research on learning strategies adults can use to improve their learning; a study of teaching or learning styles associated with effective learning by Native American students; the state of the art in research on adult learning; and maintenance of individual differences of learning style through use of cluster analysis. Research by postdoctoral and doctoral fellows, cooperative research efforts, dissemination efforts, third-year linkage activities, and plans for year four are discussed. Appendixes list staff presentations and publications. (YLB)

ED 340 854   CE 059 926

Dunham, Daniel B.
Oregon Alliance for Program Improvement: 1989-90 Report.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.
PUB DATE- Jul 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Competency Based Education; Data Collection; Educational Strategies; Evaluation Methods; Field Studies; Grants; Long Range Planning; *Program Attitudes; Program Evaluation; *Program Improvement; *Program Proposals; Role of Education; State Aid; *Vocational Education
IDENTIFIERS- *Oregon; Workforce 2000

This annual report describes five projects of the Oregon Alliance for Program Improvement, which provides work-relevant education and training services in leadership, professional competence, and organizational effectiveness. First is an aggregated report of nearly 30 vocational education program improvement field study projects conducted between 1985 and 1990; reported results include information gathered from a survey of over 20,000 students, 3,000 parents, 900 employers, and 2,500 teachers on the role of vocational education. Key findings for each group of respondents and conclusions from aggregated results are followed by 37 pages of graphs and charts depicting responses to each item, Next is provided the draft instrument used for evaluation of regional cooperative vocational-technical and 2 2 programs, followed by the draft instrument for Workforce 2000 request for proposal evaluation, a means of gathering opinions concerning the funding application and approval process. Proposed questions developed by the Alliance for the first interim Workforce 2000 report are provided. The Alliance's involvement in review of Workforce 2000 proposals is reflected in an analysis and summary of characteristics of statewide Workforce 2000 proposals. Information is reported in five categories: program areas, common baseline evaluation components, unique features of applications, common baseline data/information elements, and unique data/evaluation elements. (NLA)

ED 340 855   CE 059 931

ED 340 872 CE 059 978

Horton, John
Writing Test Items.
PUB DATE- 87
NOTE- 23p.; Paper presented at the Northwest Conference on Competency-Based Vocational Education (Pasco, WA, October 26-28, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Competency Based Education; *Guidelines; Performance Tests; Postsecondary Education; Secondary Education; Skill Development; *Task Analysis; *Teacher Made Tests; *Test Construction; Test Content; *Test Items; Vocational Education

This handbook provides guidelines for instructors to follow in developing test items for occupational task lists. It begins with directions for task analysis: identifying major performance steps of a task, identifying supporting knowledge for each performance step, identifying supporting performance skills for each performance step, identifying safety factors and employability skills, and identifying test item skills. Following the task analysis, directions for constructing cognitive and psychomotor test items are given. They include steps for writing knowledge test items, multiple-choice test items, and performance process test items, and creating a test item checklist for performance evaluation. Numerous examples are given of each type of test item. (KC)

ED 340 873 CE 059 986

Preparing Girls To Care for Self and Families Project. Annual Report: July 1, 1988-June 30, 1989.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 89
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Attitude Change; Career Awareness; Career Planning; Child Rearing; *Early Parenthood; Females; Parent Child Relationship; Parent Education; *Parenthood Education; *Parenting Skills; *Pregnancy; Program Effectiveness; Program Implementation; Secondary Education; Self Concept; Youth Problems
IDENTIFIERS- *Teenage Parent Program KY

A Preparing Girls Project was incorporated into the Teenage Parent Program, which had been in operation in the Owensboro (Kentucky) City School System since August 1961. It was intended to produce more capable single teen mothers who would be more likely to finish their education and join the labor force. The assessment instruments were reworked to align them with staff goals. Total parenting attitudes improved an average of 1.4 levels on a five-level scale on the "Coping with Parenting" section of the Performance and Attitudinal Standard. All students showed an average gain of 1.8 levels of a possible five levels on career awareness instruments. Students improved

Amendments 1991

The Veterans' Educational Assistance Amendments of 1991 have the following purposes: (1) to restore educational assistance to service members and reservists who had received benefits for courses that they were unable to complete because they were called to active duty during the Persian Gulf War; (2) to extend the length of time Gulf War veterans could receive benefits by their length of active service plus 4 months; (3) to clarify Vietnam-era veterans' eligibility for federal employment preference based on disability; and (4) to extend employment assistance services for reservists called up in a war. This document records the text of the act as amended by and reported out of the Committee on Veterans' Affairs of the U.S. Senate. The document also includes an explanation of need for the legislation and an explanation of the bill by sections, a cost estimate for implementing the legislation, and a statement by D'Wayne Gray, Chief Benefits Director, Department of Veterans Affairs, about the department's position on the legislation. (KC)

ED 340 891   CE 060 041

Rural Workplace Literacy Project: Northern California. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Illiteracy; Job Skills; Job Training; Limited English Speaking; *Literacy Education; *Migrant Adult Education; Migrant Problems; *Migrant Programs; *Migrant Workers; Program Effectiveness; Program Evaluation; *Rural Areas; Rural Education
IDENTIFIERS- California; *Workplace Literacy

The California Human Development Corporation's Rural Workplace Literacy Project (RWLP) provided migrant and seasonal farmworkers with on-site workplace literacy training designed to enhance their ability to develop job skills. During 1990-91, it provided literacy classes at 15 agricultural worksites and enrolled 282 farmworkers. Of students participating in pre- and post-testing, 96 percent demonstrated improvement in test scores in the Comprehensive Adult Student Assessment System (CASAS). Employers provided a variety of support, including classroom space, administrative services, access to equipment, paid release time, and attendance bonuses. A strategy for securing committed partners for RWLP in the future would be to educate employers to realize the benefits of an on-site workplace literacy project. A core curriculum for agriculture was altered for each specific site. An independent evaluation was conducted to assess program strengths and weaknesses and highlight directions for improvement. During visits to six sites, interview and observation data were collected. Evaluation findings were as follows: (1) all participants were very positive toward the program; (2) learning outcomes were positive; (3) most employers did not understand how the literacy program could help them; (4) employers and employees had different objectives for the educational process; (5) most learners participated in workplace literacy in order to move on to a different job; (6) content varied greatly among instructors; and (7) instructors wanted more support.

Observation; *Organizational Objectives; Postsecondary Education; School Administration; School Business Relationship; *School Effectiveness; School Organization; Secondary Education; Self Esteem; Teacher Attitudes; Teacher Expectations of Students; *Vocational Education

A study examined the nature and operation of the institutions in which exemplary vocational education programs exist. Three research questions guided the study: Are there common elements that characterize institutions as exemplary? How is the presence of these common elements reflected in educational levels and types of institutions? and What implications do the findings have? An analysis of the anecdotal and contextual data from the naturalistic study collected from the 15 exemplary institutions in 11 states yielded 11 themes: school climate; ecology (physical and material) dimension; milieu (people) dimension; social system (school organization) dimension; culture (norms, beliefs, and values) dimension; administration; leadership style; high expectations; risk taking; flexibility; and vision and sense of mission. Several teacher attributes were discussed: a caring attitude; acceptance of student diversity; creation of positive classroom climate; high expectations for themselves and their students; competence; and stability. A strong sense of pride and active involvement in student organizations were noted at each of the institutions studied. Program curriculum was examined in terms of content of programs, faculty ownership, and meeting industry needs. Well-developed support services and institutional marketing were present in the programs. (Twenty-five references and a list of institutions participating in this study are included.) (NLA)

ED 340 909 CE 060 109

Williams, Oscar M.
Bylaws: The Laws (Rules) for Everyday Organizations. Professional Paper #12.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Feb 89
NOTE- 16p.; For related documents, see CE 060 110-113.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Governance; *Organizational Objectives; *Organizations (Groups); *Parliamentary Procedures; Policy Formation
IDENTIFIERS- *Bylaws

Bylaws are a single document containing laws (rules) by which members of an organization have agreed to be governed. Bylaws are different from other basic laws governing deliberative societies, charters, constitutions, rules of order, and standing rules. Drafting bylaws is similar to the study of parliamentary law. It is usually a committee assignment. Bylaws are a legal document and must be precisely worded. Bylaws contain rules that pertain to the following: the official name of the organization; the object or purpose of the organization; requirements for membership; officers and designations; designations of meetings; establishment, composition, powers, and special rules pertaining to the board of directors and executive board; auxiliaries, departments, divisions and financial matters; parliamentary authority; and methods for amending bylaws. (A set of bylaws for a fictitious organization is provided as a guide in drafting bylaws. Standard print, in parentheses, explains what should be contained in the specific article or section. The bold print indicates the actual wording development program in a local school district. It is based on the experience of program development in Neptune Township, New Jersey, following the National Career Development Guidelines of the National Occupational Information Coordinating Committee and the subsequent Comprehensive Career Development Program. Following an overview of the program, the next seven sections of the manual cover the following: mission and philosophy; staff, district, and counselor inservice training; steering and advisory committees; needs assessment; development and implementation; evaluation; and public relations. Materials from the Neptune program include a guidance needs survey, career development scope and sequence, three sample lesson plans in career guidance for each of grades K-12, and individual career plans for each grade level. (KC)

ED 340 929 CE 060 177

Ryan, Terri
Adult Basic Education Research Handbook.
PUB DATE- 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Clearinghouses; Databases; *Educational Research; Foreign Countries; *Information Sources; Professional Associations; *Research Design; *Research Methodology; *Research Needs; Research Projects; Research Tools
IDENTIFIERS- *Australia

This handbook brings together information on the who, what, where, when, why, and how of adult basic education (ABE) research in Australia. Chapter 1 describes the ABE Research Project that developed this handbook. It summarizes the rationale and context for the project, describes its aims and content, provides details of the information gathering and research process as well as the computerization of the data base, and highlights the outcomes and projected follow-up. Emphasis is on the ABE Research Database, its organization, and format of its entries. Chapter 2 draws together impressions about ABE research in Australia formed in the process of the project. Future priorities for research are listed. Chapter 3 covers a range of issues for doing research in ABE. It provides guidelines for getting started in ABE research, considerations of quantitative and qualitative approaches as they relate to ABE, and references for following up ideas and techniques in detail. Chapter 4 provides a list of the following sources of information for research in ABE: databases and clearinghouses; bibliographies; overviews; organizations, journals, and newsletters; research/teaching centers and courses; and key references by topic. Definitions of the source begin each section. Each source is then described, and a contact for further information is provided. Appendixes include the project survey, lists of survey respondents and people and organizations contacted, an alphabetical list of database keywords, notes on submitting projects for funding, a list of relevant journals and newsletters, and 74 references. (YLB)

ED 340 930 CE 060 180

CATALPA Forum Report (Sydney, Australia, October 8-9, 1990).

vocational education. The changes in the reauthorized Perkins Act of 1990 present vocational educators with an opportunity to assume a leadership role in state and local efforts to reform education. (This research summary contains an annotated list of 17 print resources and 5 resource organizations.) (KC)

ED 340 947 CE 060 303

Imel, Susan
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cooperative Programs; *Educational Improvement; Educational Policy; Educational Practices; Educational Trends; *Education Work Relationship; Futures (of Society); Institutional Cooperation; Noncollege Bound Students; Policy Formation; Postsecondary Education; Resources; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Partnerships in Education

As a result of the educational reform movement of the 1980s, there has been increased emphasis on joint efforts between the private sector and the educational system. Although early efforts focused on college-bound youth, changing demographics, a decline in the nation's productivity, and heightened international competition have increased concern about the economic well-being of noncollege-bound youth as well. The need to maintain a productive and competitive work force is placing new demands on education to make a greater contribution to economic development. To achieve this, vocational educators must be willing to engage in partnerships with employers, labor, government, and other institutions. Although partnerships between educators and business/industry/labor are growing in number and substance, limited success has been achieved in efforts to link public and private sectors in the broad-based and extensive local cooperation necessary to have long-term and substantial impact. The trend toward increased collaboration between vocational education and business/labor/industry will continue, but issues will be raised about the direction and forms of the collaboration--how much, what kind, who will manage it, and where will the resources come from? (This publication contains an annotated list of 16 print resources and 8 resource organizations.) (KC)

ED 340 948 CG 023 903

Schneider, Lawrence J.
Ethics Education for the Family Psychologist: Who Is the Client?
PUB DATE- Aug 91
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Attitudes; *Counselor Characteristics;

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Elementary Secondary Education; Parent Participation; *Parents; *Parent School Relationship; *School Activities; School Counseling; *Social Support Groups

This handbook focuses on steps and tasks related to establishing mutual support groups for parents in a school setting. A sequential approach is described that involves: working within the school to get started; recruiting members; training parents how to run their own meetings; and offering off-site consultation as requested. The first section presents an overview of school-based mutual support groups (MSGs), describing what the MSGs are, the benefits of MSGs, and reasons for introducing MSGs into the schools. The next section describes how to start a MSG, including qualities of a good group starter, and selecting a time and place. Methods of member recruitment are discussed next. Issues involved in parent training are discussed in the following section. Preparation, procedure, and presentation guidelines are given for the first six meetings. The group starters' contact with the group after the sixth meeting, which is limited to consultation at the members' request, is discussed. It is concluded that a MSG will not be the answer for every parent, but that one should not underestimate the impact of the group. These exhibits are included: (1) flyers in English and Spanish announcing MSGs for parents; (2) recruitment flyer in Spanish and English; (3) cover letter to teachers accompanying flyers; (4) "guidelines" handout for distribution to members in English and Spanish; (5) meeting format handout for distribution to members in English and Spanish; and (6) advice handout for distribution to members. (ABL)

ED 340 967 CG 023 922

Kallmann, Diane A.

Development and Implementation of an At-Risk Program To Aid Targeted Middle School Students with Self Esteem and Academic Performance.

PUB DATE- 91

NOTE- 107p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Dropout Prevention; Grade 7; Grade 8; Grade 9; *High Risk Students; Junior High Schools; Middle Schools; Private Schools; *Self Concept; *Self Esteem

IDENTIFIERS- *Middle School Students

The problem of school dropouts and at-risk students has many causes. No one cause can be seen clearly as the dominant factor in a child leaving school and the possibility of that student not finishing his high school career. This program addressed the problems of at-risk students with poor social and academic skills. The literature reviewed stressed a multi-level approach to the problem concentrating on the improvement of academic performance, attitude, and self-confidence. The goals of the program were to: (1) significantly increase self-confidence; (2) sensitize faculty and administration to the problems of the at-risk student; (3) increase the academic performance of the targeted students; and (4) improve the attitudes of the students toward school. A multi-faceted program involving faculty, parents, peers, and counselors was used to address these goals. Private secondary school students (N=35) from

see CG 023 944-945.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coping; *Crisis Intervention; Elementary School Students; *Elementary Secondary Education; Program Development; Program Implementation; School Counseling; Secondary School Students; *Social Support Groups; Stress Variables
IDENTIFIERS- Gulf War

This monograph has been designed to meet the needs of students and schools for viable approaches to the growing stresses they must contend with in today's society. Its purpose is to respond to an expressed need for: (1) a collection of the best available resources on developing student support groups; (2) information on and examples of effectively functioning programs and practice other than support groups; (3) suggestions on how to design and implement programs; and (4) information on already evaluated resources--a way of finding out in advance if a particular resource is what they want. The monograph has been organized as a "kit" of six modules, each of which is capable of standing alone even while being part of a comprehensive program. The articles which make up the bulk of the document are all contained in the first three modules. Module 1 presents six articles designed to help the user broaden his/her perspective on student fears and crises. Module 2 presents 17 articles to help the user identify programs and practices useful in helping students cope with those fears and crises. Module 3 presents seven articles on developing and offering student self-help support groups. Module 4 offers a brief, step-by-step guide to designing and implementing student support programs. Module 5 contains 64 brief abstracts of significant resources. Module 6 lists sources for assistance and consultation. An appendix describes the ERIC system. (ABL)

ED 340 987 CG 023 944

Walz, Garry R., Ed.; Bleuer, Jeanne C., Ed.
Helping Students Cope with Fears and Crises.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 115p.; Modules 1 and 2 of "Developing Support Groups for Students: Helping Students Cope with Crises"; see CG 023 943.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Adolescents; Anxiety; Children; *Coping; Counselor Role; *Crisis Intervention; Elementary School Students; *Elementary Secondary Education; Fear; Grief; School Counseling; Secondary School Students; *Social Support Groups; Stress Variables; Teacher Role; War
IDENTIFIERS- Gulf War

This document consists of two modules extracted from a six-module larger work. Module 1 presents six articles on the topic of "helping students to cope with fears and crises." Module 2 contains 17 articles on "programs and practices for helping students cope with fears and crises." Article titles and authors are as follows: (1) "Worries of Elementary School Students" (Jeremiah A. Crowley); (2) "Fears Are Natural Part of

*Prevention; Program Evaluation; *Rural Schools; Secondary School Students; *Substance Abuse
IDENTIFIERS- *Drug Free Schools and Communities Act 1986
This report provides information about the use of Drug-Free Schools and Communities Act Program grants by rural school districts. The study used a telephone survey to obtain information from a representative sample of the nation's 8,913 rural school districts. In addition, 20 judgmentally selected rural districts were visited in 10 states. Data-gathering efforts were focused on active programs in school year 1990-91. Data was collected on what was being done and who was being served. Results indicated: (1) students in rural American use alcohol and other dangerous drugs at rates similar to students in urban and suburban areas; (2) most rural school districts are implementing multifaceted programs to combat the student drug problem; (3) approximately 96 percent of all rural districts have at least 3 types of drug education components for students and many also provide training for teachers and programs to educate and involve parents and others in the community; (4) most districts see a need to increase their efforts, especially student intervention services and education programs; (5) Drug-Free School grants are the primary source of drug education and prevention funding in over half of all rural school districts; and (6) nearly all rural districts' drug education programs used funds from state or other federal grants, private organizations or groups, or other public funds to pay for programs. (LLL)

ED 341 006 CG 023 963

Ladany, Nicholas
The Role of the Counseling Psychologist in Academia and Research.
PUB DATE- Aug 91
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Counseling; Counselor Role; *Graduate Students; Higher Education; *Psychologists; Research Opportunities; Research Skills
IDENTIFIERS- *Counseling Psychology
In reference to the topic of research, it seems an incongruence exists between what academic counseling psychologists would prefer versus what graduate students actually do. One of the first fears experienced by novice graduate students surrounds taking statistics and research methodology courses. Normalizing the statistics-related anxiety, and separating out statistics from research design seem to be two ways of diffusing some of the statistics and research methodology taboo; and diffusing this taboo might well increase interest in research activities among graduate students. The second issue involves nurturing research interests in graduate students. This can be accomplished by including graduate students in research activities that are minimally threatening yet still intellectually challenging. It seems important to include graduate students in the entire process of conducting research, from the initial conceptualization of the research idea to either the final revision before publication or the discarding of the rejection letter, whichever the case may be. The third issue involves counseling psychology programs' tradition of using a scientist/practitioner model to educate graduate

.87 for mathematics total. Each regression equation also had its own constant. Suggestions are offered for improving students' word recognition skills, listening skills, and the quantity and quality of their stores of vocabulary and general information. (Three tables of data are included; 23 references are attached.) (RS)

ED 341 025 CS 010 800

Johnson, Carole Schulte; Evans, Allen D.
Improving Teacher Questioning: A Study of a Training Program.
PUB DATE- 3 Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the College Reading Association (35th, Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discussion (Teaching Technique); Educational Research; Elementary Education; Fiction; Higher Education; Instructional Effectiveness; *Instructional Improvement; *Preservice Teacher Education; *Questioning Techniques; Reading Instruction
IDENTIFIERS- *Question Types

A pilot study investigated whether a short training program increased the number of questions involving higher level thinking used by preservice teachers in teaching fiction. Subjects, 22 students enrolled in an elementary reading methods course in a state university in the Northwest, completed pre- and posttests and the training program during four 50-minute classroom sessions. Subjects were presented information concerning four types of question classification systems: the traditional question types often used in basal reading guides (literal, inferential, critical, and creative); a text-explicit, text-implicit and schema-based system; Bloom's taxonomy; and story grammar questions. For the pretests and posttests, subjects were asked to play the role of a teacher preparing for a lesson and to write five questions to be used during class discussion of a particular piece of children's literature. Three question categories--restricted thinking about text; related thinking about text; and extended thinking about text--were identified by analyzing 15 randomly chosen pretests. All questions were then placed into one of the three categories. Results indicated that: (1) the total number and percent of the restricted thinking about text questions dropped from 65 (35%) to 11 (8%); and (2) the total number of extended thinking about text questions stayed approximately the same, 75 (41%) and 77 (56%), thus increasing the posttest extended thinking total by about 15%. Findings suggest that short training programs can influence preservice teachers' questioning practices. (One table of data is included.) (RS)

ED 341 026 CS 010 801

Kantrov, Ilene
Talking to the Computer: A Prototype Speech Recognition System for Early Reading Instruction. Report No. 91-3.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

NOTE- 49p.; For other packets in the series, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Content Area Reading; Independent Study; Inservice Teacher Education; Intermediate Grades; Learning Strategies; Secondary Education; *Semantics; Teacher Improvement; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Ohio

This individualized inservice packet on vocabulary development in the content areas is intended to enable teachers to help students expand word meaning, using the technical vocabulary of their content areas. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's four main sections: (1) demonstrate the criteria for selection of vocabulary words; (2) present guidelines for instruction; (3) deal with guides to student independence; and (4) discuss methods of reinforcement. A self-corrective post test, a glossary, and a 21-item bibliography are attached. (SR)

ED 341 045 CS 010 822

The Sequence of the Reading Lesson. Individualized Inservice Packet Number VII. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 25p.; For other packets in the seeries, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Content Area Reading; Independent Study; Inservice Teacher Education; Intermediate Grades; Learning Strategies; *Lesson Plans; Secondary Education; *Sequential Approach; Teacher Improvement
IDENTIFIERS- Ohio

This individualized inservice packet on the sequence of the reading lesson enables teachers to utilize a sequential procedure in content reading which will provide students the necessary skills to read the material, react to the printed word through independent thinking, and acquire the process and meaning of the discipline. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's three sections discuss its objective, instructional concept, and demonstrate suggested applications with learners (focusing on career education and mathematics). A self-corrective post test, a glossary, and a 13-item bibliography are attached. (SR)

ED 341 046 CS 010 823

Individualization in the Content Areas. Individualized Inservice Packet Number VIII. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.

ED 341 065 CS 213 148

Higgins, Lorraine; And Others
Planning Text Together: The Role of Critical Reflection in Student Collaboration. Technical Report No. 52.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 32p.; For an earlier report, see ED 322 495.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Cooperative Learning; *Cooperative Planning; *Freshman Composition; Higher Education; *Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing; Conversation; *Reflective Thinking; Writing Contexts

A study examined the role of critical reflection in one particular writing context--that of collaborative planning. Subjects, 22 college freshmen enrolled in two core composition courses, were audiotaped as they planned course papers with a peer. Students formed pairs each consisting of a "writer" and a "partner" (supporter). The partner asked questions and encouraged the writer to develop his or her plan, aided by a set of rhetorical prompts. After completing the exercise the partners switched roles and repeated the process, thus giving each a chance to experience the collaboration from both sides. Transcripts were coded for reflective comments and were holistically rated for quality. Results indicated a significant correlation between the amount of reflective conversation and the quality of students' plans. Results also indicated: (1) students used reflection to identify problems, to search for and evaluate alternative plans, and to elaborate ideas through the process of justification; (2) problem-solving was most effective when reflection was sustained over many conversational turns; and (3) collaboration did not guarantee reflection. Findings suggest that how students represent collaboration and the writing assignment itself will determine whether and how they reflect on their own ideas. (Two figures and 2 tables of data are included; a list of 61 references is attached.) (RS)

ED 341 066 CS 213 149

Dyson, Anne Haas
The Case of the Singing Scientist: A Performance Perspective on the "Stages" of School Literacy. Technical Report No. 53.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Communication; *Classroom Environment; Classroom Research; Primary Education; Writing Processes; Writing Research; Writing Workshops
IDENTIFIERS- African Americans; *Emergent Literacy; *Performer Writers; Writing Development

A case study examined assumptions of current written language pedagogies, particularly the links between oral performance, literacy pedagogy, and the use of the explicit, analytic language valued in school. The subject, a young African-American child enrolled in an urban K/1 classroom, used school scenery. The interpretation of children's literature is another avenue for forensics students who wish to do volunteer work in the community. Whatever the public service project, meticulous planning is the key to success. The time necessary for organizational tasks is a major disadvantage of a forensic social service program, and volunteer efforts add to the forensic director's workload. However, the rewards are priceless: giving young people the opportunity to make a positive difference in an evolving society. (Eighteen endnotes are included.) (SG)

ED 341 085 CS 507 687

Preston, C. Thomas, Jr.
Recruitment and Retention at an Urban Commuter University.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Commuter Colleges; Cultural Pluralism; *Debate; Higher Education; High Schools; *Persuasive Discourse; *Student Participation; *Student Recruitment; Urban Universities
IDENTIFIERS- *University of Missouri Saint Louis

Few challenges involved in forensics coaching are as challenging as finding and maintaining qualified students in the program. Urban commuter colleges possess unique opportunities for developing broad-based, diverse forensics programs. The University of Missouri-St. Louis (UM-St. Louis) provides an example of how directors might take advantage of the urban nature of a campus. Commuter campuses offer: (1) proximity to many high school forensic programs; (2) a rich diversity of students from which to recruit a team; (3) opportunities to maintain partnerships with high schools; (4) opportunities to host major high school forensic events to publicize the colleges' programs; and (5) large numbers of new students each year. The forensics program at UM-St. Louis is based on a philosophy that combines doing the greatest good for the greatest number with cultural diversity and effective forensics pedagogy. UM-St. Louis offers advanced credit to high school forensic participants, a "bridge" program that seeks to "bridge" the gap between minority-oriented, inner city high schools and the alien college environment, and a shared resources campaign that assists high schools desiring to start forensic programs. The university also hosts high school competitions and offers its students as judges. Communication courses can provide opportunities for on-campus recruitment. While student retention in forensics poses problems, there are various ways of encouraging continued participation. Convincing students of the post-college benefits of taking part can enhance recruitment and retention. (SG)

ED 341 086 CS 507 688

Preston, C. Thomas, Jr.
Extemporaneous Speaking and Impromptu Speaking: A System for Differentiating Benefits and Practical Applications.
PUB DATE- 2 Nov 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech

references are attached.) (SG)

ED 341 104 CS 507 711

Garner, Patrick H.
Taking Forensics into the Community: Prospects for the Future.
PUB DATE- 1 Nov 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Debate; *Futures (of Society); Higher Education; *Long Range Planning; *Persuasive Discourse; School Community Relationship; *Social Problems; Undergraduate Students
IDENTIFIERS- Debate Tournaments; Kettering Foundation

As pressures within university communities continue to mount to provide validation of outcomes and maximize use of scarce financial resources, forensic teams can establish their own validity while helping communities in their time of need. As society begins to splinter and its problems fester, forensics can offer American communities the very communication and dialectic skills it purports to create. When evaluating the role of forensics in future communities, it is necessary to first consider the futures of both forensics and American society, and then evaluate the possible interface between communities and the forensic world. One definite trend in forensics is toward computerization. Aside from word processing or information storage and retrieval, hypermedia and interactive video offer new communicative options, and virtual reality (where a computer can simulate a three-dimensional world) offers the potential for creating different types of virtual scenarios for forensics competitors. An apparent trend in American society is toward a greater rift along economic and educational lines. Forensics, taken into the community, can provide the forum, the stage where the divisive elements of American society can begin to be reunited, since the dedication to dialogue and free expression of ideas is intrinsic to all forensic activity. The Kettering Foundation for example, has been influential in sponsoring study circles on the future. (PRA)

ED 341 105 CS 507 712

Early Wisconsin Television Newsfilm Archives: Appraisal and Processing. Final Report and Madison, Wisconsin Television Newsfilm 1968-1972. A Descriptive Guide and Index to the Holdings of the State Historical Society of Wisconsin.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- 91
NOTE- 75p.; Some material in the appendixes may not reproduce legibly because of faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Commercial Television; Database Design; Evaluation Problems; Film Libraries; *Films; News Reporting; Program Descriptions

use their knowledge and judgment in deciding how to best help children learn in their schools. A school council (two parents, three teachers, and one principal or administrator), advised by the school's staff, will make policies on curriculum, instructional practices, schedules for the school's staff and students, uses of school space, discipline and classroom management, and extracurricular programs. Staff shall divide into committees according to their areas of interest. These areas may include, but are not limited to, grade levels, subject areas, and special programs. Seven goals for Kentucky student education are described. This document provides an overview of the laws and regulations governing school-based decision making and a representation of areas of disagreement in interpretation. Appendices include: (1) the text of KRS 160.345, specifying the required adoption of school councils for school-based decision making, the composition of councils, their responsibilities, exemptions, and discretionary fund; (2) funding formula (702 KAR 3:240); and (3) discussion of funding for education. A glossary is also included. (LAP)

ED 341 125   EA 023 569

Burdin, Joel L., Ed.
School Leadership: A Contemporary Reader.
SPONS. AGENCY- University Council for Educational Administration.
PUB DATE- 89
NOTE- 443p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; *Educational Administration; Elementary Secondary Education; Financial Policy; Higher Education; *Leaders; *Leadership; *Leadership Responsibility; Management Development; Multicultural Education; Superintendents

This four-part document provides an overview of the knowledge, perspectives, and skills of administration. The chapters are extracted mostly from issues of "Educational Administration Quarterly." Part 1, "The Society in Which Leaders Lead," contains five chapters: (1) "Do Political Ideologies Influence Education in the United States?" (Ralph B. Kimbrough); (2) "Excellence in Education: The Opportunity for School Superintendents to Become Ambitious?" (Alan J. DeYoung); (3) "State Educational Governance Patterns" (Joseph H. McGivney); (4) "Beyond Mutual Adaptation, into the Bully Pulpit: Recent Research on the Federal Role in Education" (Richard Jung and Michael Kirst); and (5) "Educational Fiscal Policy and Judicial Deference" (Kern Alexander). Part 2, "Educational Organizations in Which Leaders Lead," contains five chapters: (6) "Toward an Integrative Theory of Power and Educational Organizations" (Rodney Muth); (7) "A Perspective on Organizational Cultures and Organizational Belief Structure" (James A. Conway); (8) "Effective School and School Improvement: A Comparative Analysis of Two Lines of Inquiry" (David L. Clark, Linda S. Lotto, and Terry A. Astuto); (9) " Multicultural Education and Urban Schools from a Sociohistorical Perspective: Internalizing Multiculturalism" (H. Pretice Baptiste, Jr.; and (10) "The Political Economy of Public Schools" (William Lowe Boyd). Part 3, "Action Theories and Issues Clarification to Help Leaders Lead," contains eight chapters: (11) "Educational Policy Analysis: The State of the Art" (Douglas E. Mitchell); (12) "A Theoretical Framework and Exploration of Organizational Effectiveness of Schools" (Wayne K. Hoy and Judith Ferguson);

PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *College Faculty; *Department Heads; Higher Education; *Stress Management; *Stress Variables; Universities

Findings from a study that examined stresses associated with the role of the university department chair are presented in this paper. The focuses are on career paths, transitions to the chair position, commitment to administration, role orientation, and strains of chairing. A survey of 808 department chairs in 101 research and doctoral-granting U.S. colleges and universities yielded 564 responses, a 70 percent return rate. Findings indicate that stress was primarily associated with time management, collegial confrontation, organizational constraints, and academic productivity. Suggestions for reducing stress in each area are offered, some of which include: identifying high and low payoff activities; facilitating faculty involvement in conflict resolution; establishing a research protection plan; and using creativity in interpreting regulations. Five tables are included. (29 references) (LMI)

ED 341 147 EA 023 627

Davies, Don
Implementing a National Strategy for School Reform through Family-Community Partnerships: The League of Schools Reaching Out.
PUB DATE- Aug 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Influence; *Community Involvement; *Educational Change; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Public Schools; *School Restructuring
IDENTIFIERS- *Partnerships in Education

The League of Schools Reaching Out is a national project to show how family/community/school partnerships can contribute significantly to school restructuring. It aims to increase the academic and social success of all children, especially those society labels as at risk. The league is attempting to expand the notion that the internal methods, like decision making and staff development, are not an exclusive ingredient to school reform efforts. It adopts an ecological approach where multiple institutions and sectors are responsible for the child's success. The league draws on research and project reports and past and current parallel efforts of other organizations and researchers. This includes Comer's school development process, Levin's Accelerated Schools Program, and Epstein's typology of parent/school collaboration. Four broad categories of school activity identified are: (1) helping families at home; (2) helping and using parents at school; (3) establishing partnerships and exchanges between schools and other community favorable perceptions of their principal's staff interactions than of school climate, though both perceptions were positive. Other factors, such as holiday periods or district announcements, may account for teachers' perceptions of school climate. Overall, principals provided positive learning and working environments. (10 references) (LMI)

ED 341 168 EA 023 690

Richards, Janet C.; And Others
Characteristics of Effective School Leaders and Their Administrative Context.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Administrator Role; Elementary Secondary Education; *Fine Arts; Foreign Countries; Leadership Qualities; *Leadership Styles; School Administration; Theater Arts; *Visual Arts

Findings from a study that examined effective administrators of schools for the visual and performing arts with respect to personality characteristics, leadership style, and administrative context are presented in this paper. Questionnaires mailed to 36 administrators of schools for the visual and performing arts in the United States and Canada were returned by 17 respondents. Findings indicate that the combination of artistic interest with democratic leadership styles creates a harmonious administrator/staff relationship. Administrators also possess skills crucial for fundraising and recruitment activities, which are unique to their schools. A conclusion is that administrators match personal with school needs. The appendix contains selected items (7), and the 57-item survey instrument. (26 references) (LMI)

ED 341 169 EA 023 691

Christenberry, Nola J.; Burns, John L.
School District Policies for Response to Death-Related Crises: Fact or Fiction?
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Crisis Intervention; *Death; Elementary Secondary Education; Long Range Planning; *Policy Formation; Prevention; *School Policy; Suicide

Findings of a literature review of school policies and procedures for school-based responses to death-related crises are presented in this paper. A rationale and guidelines for policy development and examples of practices for dealing with death-related incidents--such as suicide, homicide, drug overdose, and accidents--are described. Following an overview of the status of school-based practices, the conclusion is made that no scientific study has attempted to assess either the extent

PUB DATE- Oct 91
NOTE- 26p.; Paper presented at the Mid-Western Educational Research Association Meeting (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Gifted; *Gifted Disabled; Intermediate Grades; *Learning Disabilities; Males; Spelling; Vocabulary; *Writing (Composition); *Writing Ability; Writing Tests

This study compared the written products of four groups of 26 male students in grades 4-6, including 8 students identified as gifted, 6 learning-disabled/gifted, 6 learning-disabled, and 6 normal. The Test of Written Language-2 was administered and seven subtest scores were compared among the four groups. In general, the speculation that learning-disabled/gifted students would show similarities to both gifted and learning-disabled students was only partially supported. The groups showed differences on four subtests (contextual style, vocabulary, spelling, and style) but did not show differences on thematic maturity, contextual vocabulary, and contextual spelling. (Includes approximately 45 references.) (JDD)

ED 341 188 EC 300 861

Deschamps, Gilles
An Educational Project for Exceptionally Gifted Children.
PUB DATE- Jul 91
NOTE- 7p.; Paper presented at the Educational Research Workshop on Gifted Children and Adolescents, Research and Education in Europe (Nijmegen, The Netherlands, July 23-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; *Educational Policy; Educational Practices; *Educational Principles; Elementary Secondary Education; Foreign Countries; *Gifted; Higher Education; Instructional Design; Special Classes; *Student Needs
IDENTIFIERS- Europe; *Exceptionally Gifted

Exceptionally gifted children need special education because their needs are not fully met by standard educational programs. In standard programs, exceptionally gifted children waste time in acquiring basic knowledge that should be spent on more specialized knowledge, and can easily get bored and frustrated. Entry into primary school should take place when the child exhibits psychological maturity and a need to learn to read. The basic curriculum should be condensed for these students, and special attention should be given to thought analysis and to weak points such as writing and presentation. Careful consideration of extra activities, teaching methods, and social integration should also take place. The lower secondary years should offer the normal curriculum while emphasizing extra activities, an interdisciplinary approach, and the acquisition of an extensive literary background. Exceptionally gifted children in upper secondary schools should be in classes with the best pupils from the ordinary educational system. Such a system of suitable schooling from the outset would enable a large number of young people to go on to higher education at a research-oriented university and focus on genuinely academic higher education rather than tertiary studies of a more vocational nature. (JDD) reading-delayed junior and senior high school students in Utah and Wyoming, and was largely successful in meeting established student learning objectives. Hypertext computer-presented instruction alone produced significant increases in strategy application scores in two of three strategies for each teacher. The expert system-based discussion guides produced significant increases in five of six measures of metacognitive strategy knowledge. However, with one exception, the program did not produce significant increases in standardized test scores. Appendices contain sample tests, instructional scripts, worksheets, and student and teacher satisfaction questionnaires. (approximately 45 references). (PB)

ED 341 207 EC 300 880

Thorkildsen, Ron J.; Hansen, Penny
Development and Field Testing of a Videodisc/Teacher Net System for Mildly Handicapped Students. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Dec 87
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; *Computer Assisted Instruction; Grade 1; Grade 2; Individualized Instruction; *Interactive Video; *Mainstreaming; Microcomputers; *Mild Disabilities; Multimedia Instruction; Primary Education; *Teacher Student Relationship; Teaching Methods; Time; Videodisks

This project developed and tested a computer-based instructional program designed to increase the number of positive, academic student/teacher interactions exhibited in mainstreamed regular classrooms by mildly handicapped elementary students. The program, called Teacher Net, integrated a microcomputer-controlled videodisc system, a system of inexpensive keyboards allowing input from individual students in response to group instruction, and microcomputer software to evaluate student responses and develop specific work assignments for individual students. Using the Teacher Net system, an instructional program was developed to teach time-telling skills. The system was tested among regular education students, learning-disabled (LD) students, and regular education controls. Groups using the Teacher Net system showed substantial gains on posttest measures. LD and regular students completed the program at approximately the same pace, and LD subjects scored almost as high as regular students on posttest drills. Appendixes contain management system time lines, hardware and software descriptions and operating procedures, and a time telling skills test. (18 references) (PB)

ED 341 208 EC 300 881

Fagin, Judith; Nuzum, Margaret
Inservice Training for Community College Faculty in Learning Disabilities and Other Students with Severe Academic Deficiencies. Final Report.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.
PUB DATE- Sep 91
NOTE- 136p.
LANGUAGE- English

ED 341 225 EC 300 900

Wight-Felske, Aileen

Research by/for/with Women with Disabilities.

SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).

PUB DATE- 91

NOTE- 28p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adults; *Disabilities; *Females; Feminism; Foreign Countries; *Research Methodology; *Research Needs; Research Opportunities; Stereotypes; *Values

IDENTIFIERS- *Canada

This monograph provides a Canadian perspective on ways in which women with disabilities have been excluded from research, suggests a framework for research for and with women with disabilities, and presents guidelines for stereotype-free language. It also considers the role of research in society, comments on research methods, and considers ways of communicating about women and disabilities. It stresses the need for researchers to work for and with women with disabilities. Research areas of concern to women with disabilities are identified: employment, poverty, health, violence against women with disabilities, mothering, self-image, and reproductive technologies. Specific recommendations are made for research guidelines regarding values (e.g., generation of research questions by women with disabilities through advocacy organizations); methodology (e.g., disabled women should be involved as consultants when research tools are being developed); dissemination (e.g., women with disabilities need publishing grants and sponsorship to attend and organize conferences). A glossary of 15 research terms, a bibliography of 18 items, and a list of 11 books available from the Roeher Institute are also provided. (DB)

ED 341 226 EC 300 996

Wagner, Mary

Dropouts with Disabilities: What Do We Know? What Can We Do? A Report from the National Longitudinal Transition Study of Special Education Students.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Sep 91

NOTE- 83p.; For related documents, see EC 300 997-998.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Failure; Attendance; *Disabilities; *Dropout Prevention; *Dropout Rate; Dropout Research; *Education Work Relationship; Employment Potential; High Schools; Intervention; Interviews; National Surveys; *Student Characteristics; Vocational Education

IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report presents findings on school leaving, part of a 5-year study on the transition of youth with disabilities from secondary school to early adulthood. Telephone interviews were conducted in 1987 with parents of approximately 8,000 youth (ages 13 to 21 and enrolled in special education in 1985-86)

Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics, Volume Twenty-Six. The Polish-English Contrastive Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Comparative Analysis; *Contrastive Linguistics; Danish; English; English (Second Language); Error Analysis (Language); Foreign Countries; French; German; Hebrew; Idioms; Language Acquisition; *Language Classification; Persian; Phonology; Portuguese; Russian; Second Language Learning; *Sociolinguistics; Spanish; *Structural Linguistics; Tenses (Grammar); Translation; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Polish English Contrastive Project

Fourteen articles are presented in this volume on contrastive linguistics. The articles and authors are as follows: "A Brief Falsificationist Look at Contrastive Sociolinguistics" (K. Janicki); "The Locus of French Gender Control" (W. A. Bennett); "On the English Perfect Tense and Current Relevance Implicatures" (J. R. Canavan); "Teaching French to Spanish Speakers: Some Typical Patterns of Error" (P. B. Stevens); "The Passive and Passivizability in Danish and German" (O. Lauridsen); "Equivalence and Translatability of English and Arabic Idioms" (M. Awwad); "Universals in Interlanguage Phonology: The Case of Brazilian ESL Learners" (L. M. Dreasher and J. Anderson-Hsieh); "Social Relations and Sex Stereotyping in Language" (A. Martynyuk); "A Contrastive Study of Male and Female Occupational Terms in English and Russian" (A. Martynyuk); "The English Palatalization Rule in Second Language Acquisition" (J. Rysiewicz); "Collocations: The Missing Link in Vocabulary Acquisition Amongst EFL Learners" (R. F. Hussein); "Principles for a Contrastive Phonotactics: The Hebrew Triconsonental (CCC) Root System a Case in Point" (Y. Tobin); "English/Russian Nominal Sentences-Expressives: Contrastive Analysis" (I. Frolova); and "A Working Framework for a Pedagological Contrastive Grammar of Persian and English: From Sentence to Discourse" (L. Yarmohammadi). A review article by J. M. Doherty on Van Voorst's "Event Structure" concludes this issue. Contains references following each article. (LB)

ED 341 245 FL 020 001

DeLorme, R. Stuart; And Others
PENN Working Papers in Educational Linguistics. Volume 7, Number 2/Fall 1991.
PUB DATE- 91
NOTE- 112p.; For individual papers, see FL 020 002-006.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Contrastive Linguistics; Discourse Analysis; English; Foreign Countries; Freshman Composition; Higher Education; Intermediate Grades; *Language Research; *Language Skills; *Linguistics; Literacy; *Oral Language; Primary Education; Second Language Instruction; *Second Language Learning; Single Sex Schools; Speech Acts; Teacher Student Relationship
IDENTIFIERS- Pakistan

This issue presents works in progress by students and professors

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Eligibility; English (Second Language); Evaluation Methods; *Language Proficiency; *Language Tests; *Limited English Speaking; Moral Issues; Second Language Learning; *Student Evaluation; *Student Placement
IDENTIFIERS- *Language Minorities

This paper reviews several issues and problems associated with the creation and application of tests and decision models for determining entry/exit, eligibility, placement, treatment, and reclassification procedures used to remedy the limited English proficiency of students from homes where English is not the primary language. Two concepts critical to the assessment process are discussed: language dominance and language proficiency. It is argued that the concept of language proficiency is not only more linguistically and scientifically sound, but also more amenable to mathematical or statistical manipulation because of the known properties of the test score distributions. A number of the ideas used in this argument are used to review some of the problems with current testing practices related to eligibility, placement, and reclassification. It is suggested that the failure to work from a common set of definitions and principles has compromised not only the process of entry/exit but also both the evaluation of Title VII programs and research on the effects of bilingualism. The moral issue of assessing students is discussed. An operational definition of limited English proficiency is given that includes the following components: limited English proficiency student, comparable students, language proficiency, and probability of success. Contains approximately 75 references. (LB)

ED 341 267 FL 020 037

Baca, Leonard M.
Theory and Practice in Bilingual/Cross Cultural Special Education: Major Issues and Implications for Research, Practice, and Policy.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 35p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; High Risk Students; Intervention; *Language Research; *Limited English Speaking; Minority Groups; Referral; *Special Education; *Special Needs Students; Student Characteristics; Student Evaluation; *Student Placement
IDENTIFIERS- California; Texas

Current issues involved in the identification and assessment of Limited-English-Proficient (LEP) students being considered for special services are reviewed. Focus is on the characteristics of the at-risk LEP students, who are often placed in special education programs. A theoretical framework to guide research and practice in this field is discussed, and three theoretical paradigms are reviewed: Cummins' empowerment perspective (1986); the effective schools and instruction synthesis of Baca

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; *Artificial Intelligence; *Computational Linguistics; Discourse Analysis; *Error Correction; Finnish; Foreign Countries; *Interdisciplinary Approach; *Language Processing; Sign Language; Uncommonly Taught Languages
IDENTIFIERS- *Repairs (Language)

An in-progress interdisciplinary research effort, Conversation Analytic (CA) and Human-Computer Interaction (HCI) study, is reported. A conversation analytic approach to repair and self-explication is taken that covers both human studies and artificial intelligence. The term "human" is used here in place of "linguistic." Three definitions of "repair" are given to show how artificial intelligence, discourse analysis, and conversational analysis compare. Some results are reported of empirical investigations of Finnish sign language, computer interfaces in general, and a special case of a telephone computer dialogue system. The study to date indicates that the whole concept of repair work needs to be analyzed carefully in order to sort out the subcategories. Contains 9 references. (LB)

ED 341 288 FL 020 058

Karjalainen, Merja
Special Features in Children's Conversations.
PUB DATE- 91
NOTE- 7p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Finnish; Foreign Countries; *Language Acquisition; *Language Usage; Play; Preschool Children; Preschool Education; *Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Conversation; Finland

In a study of features that seem to be typical of children's conversations, 10 Finnish preschool children's conversations were videotaped and audiotaped over a period of 10 hours. The children were taped in conversation, play, fairy tale, and eating situations. Among the findings are that all children enjoy playing with language, but some initiate the playing more frequently than others and some are eager to continue. Also, some want to play but stop when the playing begins to get too dangerous, frightening, or impossible. Most of the playing with language is found to be social, including the use of colorful descriptive words, word variety through rhythm or intonation, rhyming, and language containing something dramatic. It is concluded that a child's resources extend beyond the phonological and lexico-grammatical means; gesticulation and movement play an important role in communicating a child's intentions. Contains 6 references. (LB)

ED 341 289 FL 020 059

McIlvenny, Paul
Some Thoughts on the Study of Sign Language Talk.
PUB DATE- 91
NOTE- 16p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English

outbreak of wars and the subsequent economic crisis in the 1960s, the newly created adult education institutions were dismantled. When the centrally sponsored Farmers Functional Literacy Program was introduced in Bihar in the late 1960s, it failed miserably. Post-1978 developments in adult education promise a brighter future, since a number of adult education institutions have been established and liberal financial allocations made. (Appendixes include 13 tables, chapter references and notes, and a 36-item bibliography.) (YLB)

ED 340 837 CE 059 375

Patil, B. R.
Mass Movement for Adult Education (with Special Stress on Gram Shikshan Mohim of Maharashtra). Series 168.
SPONS. AGENCY- Ministry of Human Resource Development, New Delhi (India). Directorate of Adult Education.
PUB DATE- 89
NOTE- 206p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Citizen Participation; *Community Action; *Community Development; Community Involvement; Developing Nations; Economic Development; Foreign Countries; Illiteracy; Individual Development; *Literacy Education; Mass Instruction; Rural Areas; Rural Development; Self Determination; *Self Help Programs
IDENTIFIERS- *India (Maharashtra)

Of the total number of illiterate people in the world, half are in India. National programs for adult education in India are the Community Development Program, Farmers Functional Literacy Project, and National Adult Education Program, participants in which include voluntary agencies, state resource centers, and district resource units. When the State of Maharashtra came into existence in 1960, its three regions operated three different patterns of social education. The first task to which the new state addressed itself was unification of these varying patterns. The state decided to build upon the Gram Shikshan Mohim movement of the Satara district, which took the literacy movement to the villagers and asked them to solve their problems. The organization of the Mohim is simple. The village identifies illiterate people and educated social workers and then forms training groups and classes. Literacy classes last for 3-4 months and have an emphasis on general knowledge, including health. Classes participating in the Mohim are registered with the Education Department; social workers visit and guide activities. A celebration is held when 100 percent literacy is attained. A new approach to the Mohim is the addition of post-literacy classes and village development. Incentives and a literacy campaign are recommended to achieve the goal of 100 percent literacy. (Appendixes include two articles on the Mohim and a 26-item bibliography.) (YLB)

ED 340 838 CE 059 376

Mohsini, S. R.
People's Education.
PUB DATE- 89
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)

Seals, Georgina; And Others
The Business Education Lab and Local Area Networking for Curriculum Improvement.
PUB DATE- 87
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Communication Skills; Computer Software; Computer Uses in Education; *Curriculum Development; Electronic Mail; High Schools; Information Networks; Keyboarding (Data Entry); Laboratories; *Local Area Networks; School Administration; Secondary Education; *Telecommunications; Teleconferencing
IDENTIFIERS- Oregon

This guide explains how to incorporate a local area network (LAN) into the business education curriculum. The first section defines LAN, a communications system that links computers and other peripherals within an office or throughout nearby buildings and shares multiuser software and send and/or receive information. Curriculum planning considerations are discussed, followed by a discussion of four levels where networking is used in the curriculum: individual classes, electronic processes to network classes, networked systems incorporated in other classes and/or other schools, and curriculum support of school administration needs. The introductory course outline consists of two sections: (1) Introduction to Electronic Communications--basic communication skills, communication modes, and applied communications; and (2) LAN Software Functions--electronic mail, electronic filing, electronic calendars/scheduling, and electronic conferencing. Student application exercises are described next. They cover the following topics: (1) Electronic Mail--messages, memoranda/business notes, and document suggestions; (2) Electronic Filing, (3) Electronic Calendaring, and (4) Electronic Conferencing. Five appendixes are included: selected list of 78 publications; list of 103 simulations by publishers; 9 computer activities (banking and finance); Sports Spectrum electronic files; and proposed software using Sports Spectrum flow-of-work simulation. (NLA)

ED 340 856 CE 059 937

A Vision of Excellence. The National Search for Excellence Awards in Rehabilitation
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Community Colleges; Community Programs; *Demonstration Programs; *Disabilities; Employment Potential; Employment Services; Injuries; *Job Placement; Job Skills; Normalization (Handicapped); Program Descriptions; *Sheltered Workshops; *Supported Employment; Two Year Colleges; *Vocational Rehabilitation

This publication provides information on 1989 winners of the Search for Excellence award for outstanding vocational service programs for people with disabilities. A history and description of the search appears first. A winner and two finalists are described in each of four categories. An scores an average of 66.8 percent in specific parenting skills. A teacher aide who had previously coped and still was coping with difficulties similar to those of the teens served as a role model and interacted with students individually and in small groups. (The brief report is followed by these appendixes: student assessment form, teenage parent program survey, self-awareness study, parenting attitudes inventories, career awareness instruments, and pre- and post-tests on classroom units.) (YLB)

ED 340 874 CE 060 007

Popp, Robert J.
Past and Present Educational Experiences of Parents Who Enrolled in Kenan Trust Family Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Nov 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Dropout Attitudes; *Dropout Research; *Dropouts; *Family Programs; Interviews; Learning Motivation; *Literacy Education; Parents; Participant Characteristics; *Participation; Student Alienation
IDENTIFIERS- Family Literacy

An exploratory study examined the past and present participation in education of 34 parents enrolled in 5 model family literacy programs in North Carolina and Kentucky. All respondents were high school dropouts. Over half had dropped out of adult basic education classes before completing a high school equivalency certificate. The study focused on respondents' stated reasons for dropping out of high school and for entering educational programs as adults. The following data were collected: (1) descriptive information collected by teachers at the family literacy sites, including demographic descriptions and respondents' stated reasons for entering the programs; (2) field notes generated during investigators' site visits; and (3) in-depth interviews with respondents. Study results showed that school dropout was not simply a function of low attendance, low grades, poor peer relations, substance abuse, and delinquent behavior, although all factors were present. Underlying causes were traced to a process of disengagement from schooling that began at the transition from elementary to middle school. The sense of alienation from schooling persisted through young adulthood and was an important factor in decisions to drop out of adult basic education programs. Parents persisted in family literacy programs because programs addressed that sense of alienation. Parents and children developed not only literacy skills but also an identification with schooling. (80 references) (YLB)

ED 340 875 CE 060 008

Popp, Robert
A Guide to Funding Sources for Family Literacy.
SPONS. AGENCY- William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.
PUB DATE- 11 Nov 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

(Appendixes include the evaluation protocol samples with findings and pre/posttest CASAS outcomes.) (YLB)

ED 340 892   CE 060 047

Adult Literacy & Basic Skills Unit Newsletter, Nos. 40-43.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Audiotape Recordings; *Basic Skills; Centralization; Communication Skills; Community Cooperation; Community Services; Curriculum Development; *English (Second Language); Financial Support; Foreign Countries; Learning Strategies; Library Cooperation; Literacy Education; Minicourses; Online Systems; Optical Disks; Rural Areas; Staff Development; Unemployment; Videotape Cassettes; Visual Impairments
IDENTIFIERS- England; Numeracy; Siberia

Four issues of a newsletter form this document. The first issue, Winter 1991, includes the following articles: "Ensuring Quality"; "Wordpower--Actions and Reactions"; "Corporate Links with the Community"; "The Road to Progress in Siberia"; and "Teaching Visually Handicapped Students." In the Spring 1991 issue are the following: "Changing Structures--Same Needs"; "Boxing Clever"; "Using Audio Tapes in ABE (Adult Basic Education)"; "Adult Literacy on Interactive Compact Disc"; and "Short Courses." The Summer 1991 issue includes the following: "Developing a 'Kite Mark' for Basic Education and ESOL (English for Speakers of Other Languages)"; "Working Together for Success--A Partnership in Action"; "New Initiatives for Unemployed People with Literacy and Numeracy Needs"; and "Talking Drawings: A Strategy for Assisting Learners." In the Autumn 1991 issue are the following: "Using Staff Training to Improve Quality"; "ESOL in Rural Areas: Adapting ABE to Meet the Needs"; and "Evaluating the Effectiveness of Different Styles of Literacy Provision." Issues also include information on adult literacy activities and book reviews. (NLA)

ED 340 893   CE 060 048

Technician Training for the Semiconductor Microdevices Industry. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 309p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Curriculum Development; *Electronics Industry; *Electronic Technicians; Industrial Training; Information Dissemination; Manufacturing; Microelectronics; Postsecondary Education; School Business Relationship; *Semiconductor Devices; Technical Institutes; Technological Advancement; Two Year Colleges
IDENTIFIERS- Texas State Technical College Waco

The Center for Occupational Research and Development (CORD) carried out four activities to foster semiconductor manufacturing technician (SMT) training: (1) collaboration with industry experts and educators while developing a curriculum to train SMTs; (2) implementation and testing of the curriculum at a technical college; (3) dissemination of information to of the bylaws. Five references are included.) (NLA)

ED 340 910 CE 060 110

Williams, Oscar M.; Dyer, Delwyn A.
A Handbook of Parliamentary Procedure. Revised.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 91
NOTE- 18p.; For related documents, see CE 060 109-113.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrators; Elections; Governing Boards; Group Membership; Guides; *Meetings; Organizational Objectives; *Organizations (Groups); *Parliamentary Procedures; Voting
IDENTIFIERS- Bylaws

The use of parliamentary procedures, explained in this guide, enables an organization to accomplish expeditiously and fairly the purpose for which it was organized. Good parliamentary procedure ensures justice to everyone, prescribes order, reflects kindness and courtesy, and allows constructive use of limited time. This handbook of parliamentary procedures contains the following sections: membership privileges and responsibilities; keys to being a good member; meetings--types, plans, and order of business; types of motions, making and amending a motion, resolution, and often used motions; chart of motions; officers--qualifications and duties; board of directors; nominations and elections; bylaws and standing rules; and definitions--general, motions, methods of voting, votes, and laws and rules. A suggested bylaw outline is included. (NLA)

ED 340 911 CE 060 111

Dyer, Delwyn A.; Williams, Oscar M.
Developing Effective and Efficient Local Committees. Revised.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 23p.; For related documents, see CE 060 109-113.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administration; *Committees; *Community Organizations; Governing Boards; Organizational Effectiveness; Organizational Objectives; Organizations (Groups); Participative Decision Making; Personnel Selection; Planning; Problem Solving
IDENTIFIERS- Consensus

Local community leaders should examine the principles involved in making committees an effective and efficient tool in group operations. A committee assists the parent organization in developing programs, carrying out business, establishing policies, executing affairs, and evaluating an organization's effectiveness. Committees have many social, educational, political, and financial advantages. The two types of committees--standing and special--use checks and balances to assess committee effectiveness and need. The purpose and responsibilities of the committee and selection of qualified applicants are two organizational considerations. Committees may have advisory or decision-making functions. Selection of a chairperson and committee members should be done with care; the qualities and responsibilities should be defined. The

SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- Oct 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Adult Basic Education; *Adult Literacy; English (Second Language); Foreign Countries; Illiteracy; *Inplant Programs; Professional Development; *Teacher Certification; Teacher Education; Trainers; Training Methods
IDENTIFIERS- *Australia; *Workplace Literacy

This report presents papers and summaries of workshops from a forum on adult literacy training hosted by the Coordinating Agency for Training Adult Literacy Personnel in Australia (CATALPA). An explanation of the nature and aims of the CATALPA project, a brief foreword, and a copy of the forum program are provided, followed by papers presented by invited speakers. "Staff Training and Workplace Basic Education" (Peter O'Connor) emphasizes the need for high quality training and draws attention to such considerations as specialist training in adult literacy, English language, cultural awareness, and industrial issues. "Accreditation" (Geoff Hawke) describes changes being introduced as a result of award restructuring and draws attention to the role that adult basic educators could play in influencing criteria by which accreditation is determined. "Providing Professional Support to and Adult TESOL (Teachers of English to Speakers of Other Languages) System" (Judy Colman) details an experience with initiating in-house professional development. It highlights the need for extensive negotiation, discusses problems, and emphasizes the role of curriculum support in improving the quality of program delivery. "Towards a Comprehensive, Collaborative Adult Literacy Training Program" (Mike Dilena) discusses models of training from the standpoint of commitment to professional development. Three papers prepared as background reading follow: "A Vision of a Joint Adult Literacy Venture" (Mike Dilena); "Perspectives on Staff Development" (Audrey Grant); and "Tutor Development and Support in the Workplace Basic Education Project" (Rex Ennis). Summaries of three workshops, which including focus issues and recommendations for CATALPA, are provided. The workshops were: Models of Training, Accreditation, and Adult Literacy in the Workplace. The final summing up describes some indicators of where CATALPA should focus its activity. A list of participants concludes the report. (YLB)

ED 340 931   CE 060 181

Rossetti, Rosemarie; And Others
A Nationwide Examination of Middle School Enrollment in Agricultural Education and Membership in the National FFA Organization.
SPONS. AGENCY- Future Farmers of America, Alexandria, VA.
PUB DATE- Jan 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Decision Making; Educational Research; Elementary School Students; *Enrollment;

Counselor Client Relationship; *Counselors; *Counselor Training; *Ethics; *Family Counseling

W. G. Perry (1970) formulated a description of stages of intellectual and ethical development. Perry's schema seems to have applicability in describing trainees as they approach working with families and gauging counselor trainees' level of progress. The first stage is "dualism" in which trainees rely primarily on the use of logic and the weight of authority and experts' opinions to build a base of support for arriving at the right answer. In the second stage, called "multiplicity," trainees realize that the most important questions raised in family therapy have no "right or wrong" answers and they begin to perceive a high degree of relativism. In the third stage, "committed relativism," trainees who begin to sense what stage three is about possess more intrinsic interest in family therapy, are more aware of ramifications of therapists' interventions, appear to have greater awareness of ethical issues involved in working with families, have a greater sense of confidence in their skills, and display an attitude that they do not necessary know what is best for the family in treatment. The 1980s and 1990s seem to be witnessing increased awareness of ethical issues among family psychologists due to factors related to the legal professions and training programs. Failing to develop ethically binds and constricts the therapist's efficacy and potential to help the client and the client's family relations. (ABL)

ED 340 949 CG 023 904

Johnson, Sharon K.; Whitfield, Edwin A.
Evaluating Guidance Programs: A Practitioner's Guide.
PUB DATE- 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling Effectiveness; Elementary Secondary Education; *Evaluation Methods; Program Effectiveness; *Program Evaluation; School Counseling; *School Guidance

This guide provides a comprehensive guidance program evaluation or it can be used to evaluate selected parts of a program. Chapter 1 "What Is Guidance Program Evaluation? by Sharon K. Johnson, introduces evaluation concepts. Chapter 2 "Results-Based Guidance Programs" by C. D. Johnson introduces the elements common to results-based guidance models. Chapter 3 "Guidance Program Evaluation: The Program Audit" by Norman C. Gysbers examines the readiness of a guidance program for results evaluation. Chapter 4 "Assessing Results" by C. D. Johnson provides criteria for determining whether a guidance program is results-based for the purposes of program evaluation. Chapter 5 "Using Evaluation Results" by Edwin A. Whitfield addresses the purposes and uses of both process and product evaluation data. Chapter 6 "Implementing the Evaluation Plan: Planning, Forming Questions, Seeking Answers" by Harry N. Drier, C. D. Johnson, Sharon K. Johnson, and Edwin A. Whitfield describes the process of developing an evaluation plan in a step-by-step format. The Epilogue "The Person-Oriented Approach in Evaluating Career Guidance Programs" by John O. Crites discusses how career guidance programs will be evaluated in the future. Appendix A "Needs Assessment Models: What, Why, When, and When Not" by C. D. Johnson and Edwin A. Whitfield describes grades 7, 8, and 9 were targeted for the program and 28 of these students met the stated goals and objectives of the practicum. Results indicated that individualization and concentrated effort in learning strategies, in conjunction with parent and faculty involvement, aided in raising self-esteem and in keeping the at-risk student in school. Students displayed greater academic motivation due to an increase in self-esteem and expressed positive feelings about themselves resulting in academic success. (Author/LLL)

ED 340 968 CG 023 923

Radecki-Bush, Catherine; Bush, Joseph P.
Quality of Relationships and Romantic Jealousy: Effects of Adult Attachment and Depression.
PUB DATE- Aug 91
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; College Students; Depression (Psychology); Higher Education; *Interpersonal Relationship; *Jealousy; *Parent Child Relationship

Individual differences in adult attachment have been the focus of recent research on personal relationships. Research has indicated that those with insecure attachment histories were more threatened by a partner's attraction to a rival than were persons reporting secure parental attachment. Higher levels of dispositional jealousy have also been found to be correlated with depression. It was predicted that person and situation variables would be associated with differences in cognitive and affective responses to imagined scenarios involving a rival to a romantic relationship. Subjects (N=134) were undergraduate students who were currently involved in romantic relationships. Subjects imagined a control scene of their partner and their relationship and one of three scenes presenting varying levels of threat to the relationship by a third person. A main effect for attachment was found. Subjects, regardless of level of threat to their relationships, who described themselves as secure in attachment relationships, reported greater joy and perceived relationship security, power, and perceived attractiveness to their partners, and lower levels of jealousy and other negative affects. Situation also yielded a main effect. Jealousy, negative relationship perceptions and emotions were evoked when the threat to the relationship by a rival was highest. Additional findings regarding depression, appraisal of threat, and coping suggest differences in mental health adjustment between attachment types. (Author/LLL)

ED 340 969 CG 023 924

The Dropout--Fiscal Year 1990: The Graduate--One Year after Fiscal Year 1989. Iowa Guidance Surveys.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Dropouts; Graduate Surveys; High School Graduates; *Public Schools; *Secondary Education; Secondary School Students

Growing Up" (Lawrence Kutner); (3) "How Children Grieve: Implications for Counseling" (Helene McGlauflin); (4) "Helping Children Cope with War" (Jenni Zimmer); (5) "The Gulf Crisis: Student Concerns, Teacher Responses"; (6) "Counselors, Teachers, and Death Education" Richard C. Nelson); (7) "Children's Fears: Toward a Preventive Model" (Edward H. Robinson, III, Joseph C. Rotter, Mary Ann Fey, Sandra L. Robinson); (8) "Children and Crises: A Developmental Guidance Approach" (John Allan, Eileen Anderson); (9) "11 Tips: Talking with Your Child about War" (Elizabeth Crary); (10) "Children and War-Responding to Operation Desert Storm: A Special Handout for Parents" (Debby Waddell, Alex Thomas); (11) "Children and War-Responding to Desert Storm: A Special Handout for Teachers" (Debby Waddell, Alex Thomas); (12) "Responding to Student or Teacher Death: Preplanning Crisis Intervention" (James R. Sorensen); (13) "The Role of School Counselors with Bereaved Teenagers: With and Without Peer Support Groups" (Ross E. Gray); (14) "Parents Away Group: An Ongoing Support Group for Children in Grades K-6 with Deployed Parents" (Julie Murphy, Vermelle J. Matthews); (15) "Responding to Suicide in Schools: A Case Study in Loss Intervention and Group Survivorship" (Ellen S. Zinner); (16) "'Stressing' Relaxation in the Classroom" (Iris Prager-Decker); (17) "The PEACE Process: A Modified Senoi Technique for Children's Nightmares" (Janece O. Hudson, Carol O'Connor); (18) "Teaching Children about Death" (Marjorie Brookshire, Melody P. Noland); (19) "Using Guided Fantasy with Children" (Ron F. Anderson); (20) "Rechanneling Anxieties" (Gerard Giordano); (21) "Do More than Tie a Yellow Ribbon" (American Association for Counseling and Development); (22) "Essential Elements of a Teacher In-Service Program on Child Bereavement" (Bruce Cunningham, Jan Hare); and (23) "Responding to Children's Fears about War" (Jenni Zimmer). (ABL)

ED 340 988 CG 023 945

Walz, Garry R., Ed.; Bleuer, Jeanne C., Ed.
Developing and Offering Student Self-Help Support Groups.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 45p.; Module 3 of "Developing Support Groups for Students: Helping Students Cope with Crises"; see CG 023 943.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020),Reports - General (140)
DESCRIPTORS- *Coping; *Crisis Intervention; Elementary School Students; *Elementary Secondary Education; Program Development; Program Implementation; School Counseling; Secondary School Students; *Social Support Groups; Stress Variables
IDENTIFIERS- Gulf War

This document consists of one module extracted from a six-module larger work. Module 3 consists of seven articles on developing and offering student self-help support groups. Article titles and authors are as follows: (1) "Youth Engaged in Self-Help: A Guide for Starting Youth Self-Help Groups" (Mary K. Parkinson, Nancy Sax); (2) "Introducing and Tapping Self-Help Mutual Aid Resources" (Catherine J. Paskert, Edward J. Madara); (3) "Community Post-Tornado Support Groups: Conceptual Issues and Personal Themes" (Thomas E. Long, Wayne C. Richard); (4) "Coping with Desert Storm: Ideas for Starting and Running a Self-Help Support Group" (Joal Fischer); (5) "Desert Storm: Hints for Happy Homecomings" (Joal Fischer, Deborah Langsam);

students. It seems important to inform graduate students that they need not necessarily be involved in scientific endeavors 50 percent of the time. Demonstrating the interplay between the roles of scientist and practitioner is another way to increase graduate student interest in research activities. (LLL)

ED 341 007 CG 023 964

Brown, Wayne E.; Franklin, Harvey L.
Assessing AIDS Awareness among Students of a Regional Public Institution.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; College Students; Commuting Students; Higher Education; *Knowledge Level; Nurses; Student Attitudes

Acquired Immune Deficiency Syndrome (AIDS) could be a leading cause of death in American youth before the end of this century. Awareness is the starting point in preventing the spread of the AIDS epidemic. Infection from Human Immunodeficiency Virus (HIV) is absolutely preventable if people are aware of the potential for becoming infected and act accordingly. This project was born out of the desire to assess one student population's level of awareness regarding AIDS, and to direct the institution's efforts in this student populations' understanding of AIDS. The project was conducted at a regional state higher education institution of 2,800 (mostly commuter) students. Survey questions fell into four categories: how AIDS is contracted; how AIDS affects individuals and groups; how to protect oneself from AIDS; and general information regarding AIDS. The Nursing Division was expected to score higher than other divisions due to the nature of the curriculum. Nursing students outscored all other divisions within the college. A relationship was found between age and the AIDS knowledge score. Younger students had lower scores than older students, which reflects less knowledge of AIDS. The higher scores of older students possibly reflect more of a concern for the future of a younger generation of students. (LLL)

ED 341 008 CG 023 965

Parent Training Is Prevention: Preventing Alcohol and Other Drug Problems among Youth in the Family.
PUB DATE- 91
NOTE- 185p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Alcohol Abuse; Children; Drug Abuse; Family Programs; *Parenting Skills; *Parents; *Prevention; Program Development; *Substance Abuse

This report is intended to help communities identify and implement programs designed specifically for parents. The first chapter, "Characteristics of Effective Prevention Program," by Bonnie Benard, explores program comprehensiveness and intensity, strategies, and planning. The second chapter "Parent Training as a Prevention Strategy," by Kerby T. Alvy, addresses five important issues related to parent training as a community strategy for preventing alcohol and other drug use. The third chapter "Alcohol and Other Drug Prevention Roles for Parents,"

DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; *Computer Software; Grade 1; Kindergarten; Kindergarten Children; Man Machine Systems; Primary Education; Reading Instruction; Young Children
IDENTIFIERS- Prototypes; *Speech Recognition

While computer software that talks has become commonplace, software that listens still remains quite rare. A demonstration speech recognition program designed for early reading instruction developed in the mid-1980s never reached the market due to the immaturity of the technology and the volatility of the microcomputer hardware and software business. The program used an interactive speech technology system (providing meaningful and appealing contexts in which young children explored an 18-word vocabulary list) that did not make many errors in recognition, compared to other low-cost systems. The four components of the software were: a training program; a story program; three games designed to help children learn vocabulary; and a program that allowed parents or teachers to enter additional vocabulary words. Three field tests of the system over a period of 6 months were conducted with 42 kindergarten and first-grade children in 2 Boston-area public schools. Results indicated that: (1) despite technical problems, children enjoyed using the program; (2) the opportunity for children to control what happened on the screen by reading words aloud was a powerful motivation to learn to read; and (3) the program was most successful with children who were just beginning to recognize words and with those having difficulty learning to read. As the prices of speech recognition systems come down and quality goes up, the experiences of this demonstration speech recognition program may prove relevant to others beginning to explore speech recognition's potential for reading instruction and remediation. (Two figures representing video images produced by the program and three tables of data are included.) (RS)

ED 341 027 CS 010 802

Ford, Michael P.
What Do You Mean I Have To Be a Writer? I Teach Reading: A Comparative Study of the Writing of Reading Teachers and the Writing Activities of Undergraduate Reading Methods Students.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the College Reading Association (35th, Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Higher Education; Occupational Surveys; *Preservice Teacher Education; *Reading Teachers; Undergraduate Students; *Writing Attitudes
IDENTIFIERS- *Writing Tasks

To develop courses which would emphasize instruction in writing specifically needed to successfully carry out the professional responsibilities of a reading teacher, a study surveyed inservice reading teachers about their writing activities and compared those results with the writing activities required of preservice reading teachers in existing courses. Recent past graduates of a graduate program in reading education were surveyed regarding the nature and frequency of their writing activities, and their views on writing experiences critical to

PUB DATE- 80
NOTE- 25p.; For other packets in the series, see CS 010 816-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Reading; Independent Study; *Individualized Instruction; *Informal Assessment; Inservice Teacher Education; Instructional Improvement; Intermediate Grades; Learning Strategies; Secondary Education; Teacher Improvement
IDENTIFIERS- Collective Learning; Ohio

This individualized inservice packet enables teachers to individualize instruction in the content areas through the utilization of suggested teaching tactics which encourage student mastery as well as independent behavior. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. The booklet's five main sections discuss informal skills assessment for individualized instruction, and present four strategies for individualization, including levels of sophistication, differential structuring, collaboration by grouping, and varying assignment length. A self-corrective post test and a glossary are attached. (SR)

ED 341 047 CS 010 824

The Uses of Reading and Study Skills. Individualized Inservice Packet Number IX. Teaching Teen Reading Series.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 80
NOTE- 45p.; For other packets in the series, see CS 010 816-823.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Media; Independent Study; Inservice Teacher Education; Intermediate Grades; Learning Strategies; *Library Skills; Notetaking; Outlining (Discourse); *Reading Instruction; Reading Rate; *Reading Skills; Secondary Education; Skill Development; *Study Skills; Teacher Improvement; Test Wiseness
IDENTIFIERS- Ohio

This individualized inservice packet focuses on reading and study skills and their uses. It is one of a nine-part series of booklets--Teaching Teen Reading--in self-instructional format intended as a practical resource for teachers desiring condensed, readily usable answers to questions regarding reading instruction. Following a section on promoting the learner's ability to apply reading skills, the booklet's five parts deal with the following study skills: (1) locating printed information; (2) recording information; (3) test taking; (4) developing a flexible rate and adapting to the purpose; and (5) using the multi-media center. A self-corrective post test, a glossary, and a 17-item bibliography are attached. (SR)

ED 341 048 CS 010 825

writing activities and the music of language to "perform," while other class members aimed more straightforwardly to communicate. Data collection took place weekly over a 10-month period and included hand-written field notes and audiotape recordings of the children's spontaneous talk during literacy activities. Data analysis consisted of the development of a set of categories to describe how the subject participated in the social and language life of the classroom. Results showed that, although the child's language resources contributed to his success with written language, they did not always fit comfortably into the "writing workshop" used in his classroom; in fact, his assumptions about written language and texts conflicted in revealing ways with those undergirding a workshop approach. As the year ended, the child, his teacher, and his peers had negotiated "stages" for his oral performances, which led to articulation of a distinction between text and performance. For the child, the most comfortable social structure for reflection involved privacy or interaction with collaborators who were not simultaneously his audience. Results highlight the subject's negotiations for social stages, not his control of literacy mechanics. (Three tables of data are included; 95 references are attached.) (RS)

ED 341 067 CS 213 150

Valdes, Guadalupe
Bilingual Minorities and Language Issues in Writing: Toward Profession-Wide Responses to a New Challenge. Technical Report No. 54.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Bilingualism; Bilingual Students; Elementary Secondary Education; English (Second Language); Higher Education; *Research Needs; *Student Needs; *Writing Instruction; *Writing Research
IDENTIFIERS- Composition Theory

This paper argues that teaching writing effectively to diverse students of non-English backgrounds will require an examination of existing views about the nature of writing and a critical evaluation of the profession's ability to work with bilingual individuals of different types. Part 1 of the paper suggests that existing compartmentalization within the composition profession cannot address the needs of American bilingual minorities. Part 2 describes the nature of bilingualism and identifies the population of students who can be classified as American bilingual minorities. Part 3 of the paper reviews trends in current scholarship in second language writing and points out that most of this research has focused on English-as-a-Second Language students rather than on fluent/functional bilinguals. Part 4 of the paper lists and discusses a number of research directions in which the involvement and participation of mainstream scholars would be most valuable, and argues that the involvement in research on non-English-background populations by researchers who generally concentrate on mainstream issues would do much to break down the compartmentalization existing within the English composition profession. It further argues that by using bilingual individuals to study questions of major theoretical interest,

Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Debate; Higher Education; Metaphors; *Rhetorical Theory; *Speech Communication; Student Development; Undergraduate Students
IDENTIFIERS- *Debate Coaches; *Extemporaneous Speaking

Intercollegiate forensics has been shown to provide extensive added value to its participants regardless of whether the student stresses debate, individual events, or both. Of the individual event genres, only the limited preparation events have not been distinguished by their content goals. Most textbooks consider impromptu and extemporaneous speaking events to be synonymous. Fostering the literal/metaphorical distinction, however, would serve to magnify the different practical applications of offering both events instead of just one or the other. Three ways to make such a distinction are to: (1) distinguish metaphorical analysis from literal analysis; (2) outline the types of benefits a student should accrue from the metaphorical analysis ideally required of impromptu speaking, providing practical applications of these skills in the here-and-now world; and (3) outline the types of benefits a student should accrue from the literal analysis ideally required of extemporaneous speaking, providing practical applications of these skills in the here-and-now world. Understanding the benefits students would gain by participating in both events could not only help the communication discipline better explain the difference between events, but also to meet the standard of accountability by becoming better able to justify offering both events. In addition, there are many unique benefits to the students' understanding of their thought processes, language use, and rhetorical theory, as well as practical applications of each event that would stem from the full development and implementation of the literal/metaphoric distinction. (Twenty-five references are attached.) (PRA)

ED 341 087   CS 507 689

Seney, Ronald J.
Reaching Out: A Break from Traditional Forensic Events. "On Interpretation Analysis."
PUB DATE- 2 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Debate; *Debate Format; Higher Education; *Literature Appreciation; *Persuasive Discourse; *Public Speaking; *Rhetorical Criticism
IDENTIFIERS- Debate Tournaments; *Interpretation Analysis (Debate)

In recent years a new event called "Interpretation Analysis" has appeared at certain forensic events. The objective is for the student, through analysis and performance, to study a piece of literature and to communicate his or her understanding of that literature to a specific audience. Perhaps there is room within the established forensic events to allow interpretation analysis to play a more important role. An examination of the use of introductions in forensics suggests that the

IDENTIFIERS- Local Television Stations; *Television News; *Wisconsin (Madison)

This final report describes a pilot program for the simultaneous appraisal and description of concurrent television newsfilm from the holdings (dating from 1955 to 1972) of three Madison, Wisconsin television stations. The sections of the report are: (1) Project Background and History; (2) Problems of Estimating; (3) Evaluation of the Physical Condition of the Film; (4) Appraisal Issues; (5) Use of Form Headings; (6) Database Construction; (7) Software; (8) Information Sharing; and (9) Results and Conclusions. The report concludes that the content of the bulk of the local newsfilm in the holdings is not worthy of the expense of preserving and making it accessible in the labor intensive manner initially employed by the project. Appendixes containing a list of project personnel; selected pages from the descriptive guide and index developed by the project; a chart indicating the work completed on the project; guidelines for film inspection, repair, identification and assembly; worksheets for information gathering on a sample record; a list of equipment and supplies; appraisal and processing concurrent TV newsfilm collections; advisory committee responses; and collection descriptions in RLIN database are attached. (RS)

ED 341 106 CS 507 713

Madison, Wisconsin, Television Newsfilm, 1968-1972: A Descriptive Guide and Index to the Holdings of the State Historical Society of Wisconsin.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- 91
NOTE- 697p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catalogs; Commercial Television; Film Libraries; Filmographies; *Films; Indexes; News Media; Popular Culture; United States History; Vietnam War
IDENTIFIERS- *Television News; Wisconsin (Madison)

This guide describes and indexes a collection of film designated as the "Vietnam Archives" (dating from 1965 to 1972 and collected by the producers of an award-winning Vietnam War protest documentary) and the 1968-1972 newsfilm footage from WISC and WKOW, two of Madison, Wisconsin's commercial television stations. The subject matter of the newsfilm included in the guide covers the entire range of local news and features of the time period as well as coverage of state political and legislative events, the University of Wisconsin, comments on national events by Wisconsin members of Congress, activity generated by local, state, and national election campaigns, and public support and opposition to the Vietnam War. The guide is in three parts. The first and largest part consists of film segment descriptions, grouped by collection, noting what each segment of film concerns, its date, the form of coverage (i.e. "studio interviews" or "feature"), and physical features (such as length, silent or sound, color or black and white, etc.) The second part of the guide is a "form index," listing all segments of film under form of coverage headings, and the third part is a partial index to names and topics represented in the descriptions. (RS)

ED 341 107 CS 507 715

(13) "Using Bureaucratic and Cultural Linkages to Improve Instruction: The Principal's Contribution" (William A. Firestone and Bruce L. Wilson); (14) "An Analysis of the Metaphorical Perspectives of School Principals" (Paul V. Bredeson); (15) "Toward a Comprehensive Theory of Communications: A Review of Selected Contributions" (Jerome P. Lysaught); (16) "The Aesthetics of Leadership" (Daniel L. Duke); (17) "The Instrumental Value of the Humanities in Administrative Preparation" (Samuel H. Popper); and (18) "A Review of Criticisms of Educational Administration: The State of the Art" (Robert T. Stout.) Part 4, "Visions to Help Leaders Move Forward," contains two chapters: (19) "A Futuristic Cognitive View of Leadership" (G. Barry Morris); and (20) "Educational Futures: Six Scenarios" (John D. Haas). (LAP)

ED 341 126 EA 023 570

Shakeshaft, Charol
Women in Educational Administration. Updated Edition.
PUB DATE- 89
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Administration; Elementary Secondary Education; Equal Opportunities (Jobs); Females; Feminism; Leadership Styles; *Organizational Change; *Organizational Theories; School Administration; *Sex Discrimination; *Sex Fairness; *Women Administrators

The status of women in educational administration is evaluated in this book, which questions the assumptions of traditional administrative theory that women must emulate male administrative practices to be effective. Part 1 discusses the history of women in administration and the current status of women in the profession, demonstrating how women differ in historical and other sociocultural ways from their male counterparts. Part 2 focuses on the barriers that have kept women out of administrative positions and describes strategies for overcoming them. The third part examines the working world of women administrators and shows how their daily experiences create a female culture. The androcentric nature of current educational administrative theory is assessed in terms of its harm to women and school life in general. The analysis attempts to lay the groundwork for research that will build inclusive theory and practice based on recognition of diversity. Nine tables and one figure are included. Strategies for increasing women's access to administrative positions are highlighted in the appendix. References accompany each chapter. (LMI)

ED 341 127 EA 023 581

Ramos, Nancy J.; Santos, Ricardo S.
Strengthening Links Which Promote Community/School Partnerships.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Cooperation; Elementary Secondary Education; *Parent Participation; Parent Role; *Parent School Relationship; Public Relations; *School Community Programs;

agencies and institutions; and (4) eliciting the participation of parents and other community members in school-based policy and decision making. Examples of each category are cited. Briefly elaborated upon is the league's strategy--eight core ideas about a national multisite process for school reform. (RR)

ED 341 148 EA 023 629

Gmelch, Walter H.
A Conceptual Understanding of Administrative Stress.
PUB DATE- Apr 91
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Models; Research Problems; *Stress Management; *Stress Variables
IDENTIFIERS- *Administrative Stress

Since 1980, over 70 studies have explored the causes, responses, and consequences of administrative stress. Few studies have used physiological measures to decipher administrative reactions and consequences of stress. This document briefly traces the historical development of stress and reviews various approaches, models, and definitions used in studying stress. In an effort to integrate the various approaches to the study of stress and utilize the salient features of existing stress models, a Managerial Stress Cycle is described. Four stages of this cycle include: (1) demands or stressors; (2) perception of stressors; (3) response to perceived stressors; and (4) consequences of responses. Each stage in the cycle is moderated by a secondary filter composed of a person's personality, predisposition, and demographic considerations. The Managerial Stress Cycle attempts to provide a broad perspective from which to view stress in schools. According to the definition of stress consistent with this new stress cycle, a particular stressor can be negative or positive, depending on the manager's perception. Six models of stress are appended. (38 references) (LAP)

ED 341 149 EA 023 633

Richardson, M. D.; Flanigan, J. L.
Removing the Barriers to Effectiveness: A Practical Approach to Assistant Principal Staff Development.
PUB DATE- Mar 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Career Development; Cooperative Programs; Elementary Secondary Education; *Instructional Leadership; *Management Development; *Principals; *Remedial Programs; *Training Methods

The assistant principalship may not be the most productive ground for future principals. Assistant principals have traditionally been disciplinarians or building managers isolated from the realities of the principalship and the school's instructional program. Some researchers have advocated dividing the assistant to which schools have established death-related crisis response policies or the effectiveness of alternative response practices. (25 references) (LMI)

ED 341 170 EA 023 692

Sasser, Kristy
Parental Involvement in Schools: Reluctant Participants Do Not Equal Uninterested Parents.
PUB DATE- Nov 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; *Parent Attitudes; *Parent Participation; Parent Role; Parents; *Parent School Relationship; *Public Education

Findings from a study on the factors of parental involvement in public education are presented in this paper. Methodology involved school office observations and informal interviews with parents and teachers in one high school, six elementary schools, and three middle schools. Findings indicate that most parents are deterred from involvement in their children's schools because of feelings of inadequacy, prior negative associations with and perceptions of the school, and administrator and teacher attitudes toward parents. A conclusion is that most parents want to be involved, but are inhibited by school practices and administrative/staff perceptions of parents. (18 references) (LMI)

ED 341 171 EA 023 699

Ammentorp, William; And Others
The Dynamics of Educational Reform: Simulation Studies of Educational Policy.
PUB DATE- Oct 91
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Education; High Risk Students; Intervention; *Models; Resource Allocation; School Choice; *School Organization; *Social Environment; Time Factors (Learning); Urban Education

The reforms currently proposed by educators and policymakers are based on two categories of assumptions: (1) changes in school organization will increase effective use of scarce resources; and (2) choices made by parents and children will effectively "match" students to appropriate learning environments. This paper presents a dynamic model of schooling that simulates student progress through several elementary school grades. The model accommodates the resource allocation and matching interventions found in reform policies and also recognizes the influence of student and family conditions on learning readiness and participation. The model utilizes data from a large metropolitan school district to incorporate the effects of risk factors. By varying model parameters, users can assess the dynamics of reform policy on schools and selected learner

ED 341 189 EC 300 862

Heller, Kurt
State of the Art of Giftedness Research and the German Part of Education of the Gifted and Talented Youth.
PUB DATE- Jul 91
NOTE- 27p.; Paper presented at the Educational Research Workshop on Gifted Children and Adolescents, Research and Education in Europe (Nijmegen, The Netherlands, July 23-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Educational Responsibility; Elementary Secondary Education; Foreign Countries; *Gifted; Government Role; Political Influences; *Research Administration; Research Needs; *Talent
IDENTIFIERS- *Germany

This examination of the international state of giftedness research outlines two competitive paradigms (the psychometric paradigm and the paradigm of cognitive science) and argues that the paradigms should be regarded as complementary. The neglect of social psychology in the conceptualization of giftedness is decried, and applied and basic research are contrasted. Research projects, conferences, and cross-cultural studies carried out in Germany on giftedness and talent are described. A list of research needs is presented. Organizational measures are cited for improving the structure of the support of the gifted in Germany, especially in view of the cooperative efforts between the recently combined East and West Germany. Perspectives are offered on an all-German responsibility for the future support of the gifted. (Includes approximately 45 references.) (JDD)

ED 341 190 EC 300 863

Disability Awareness and Changing Attitudes. Reference Bibliography No. 91-1.
PUB DATE- Jul 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Attitude Change; *Attitudes; *Disabilities; *Public Opinion
IDENTIFIERS- *Attitudes toward Disabled

This annotated bibliography focuses on public attitude toward disability and changes in those attitudes. The bibliography of English-language materials lists and describes a total of 57 books, book chapters, and periodical articles of general interest, mostly published since 1984. It also lists 25 audiovisual materials produced since 1972. Printed materials are arranged alphabetically by author, while audiovisual materials are listed alphabetically by title. (JDD)

ED 341 191 EC 300 864

Magazines in Special Media.
PUB DATE- 90
NOTE- 67p.

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Community Colleges; Delivery Systems; Educational Legislation; *Faculty Development; Federal Legislation; Higher Education; *Inservice Teacher Education; *Learning Disabilities; Legal Responsibility; Meetings; Policy Formation; Staff Development; Statewide Planning; *Teaching Methods; Two Year Colleges; Videotape Recordings
IDENTIFIERS- Americans with Disabilities Act 1990; Education for All Handicapped Children Act; New York; Rehabilitation Act 1973 (Section 504)

This final report documents accomplishments of a project which aimed to: (1) provide inservice training to community college faculty in appropriate teaching strategies and accommodations for students with learning disabilities; and (2) disseminate previously developed sets of video vignettes and viewing guides. It includes summaries of presentations given at two conferences for approximately 40 faculty and support staff from State University of New York community colleges. One keynote address (by Stan Shaw) stressed the need for community colleges to collect state-wide data, link with high schools, understand colleges' legal obligations, foster independence, develop students' self advocacy skills, develop clear written policies, and offer faculty usable teaching techniques. The second keynote address (by Loring Brinkerhoff) addressed a variety of accommodations (such as test or program modifications) and service delivery models (such as compensatory or learning strategies). Panel presentations addressed such areas as the following: the Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, transition, study skills, and development of college-wide policies. Appendices include sample correspondence, agendas, evaluation summaries, sample handouts, and a list of the conference participants. (DB)

ED 341 209 EC 300 882

Thorkildsen, Ron J.; Lowry, William H.
Assessing Social and Cross-Cultural Impact of Group-Based Videodisc Technology. Final Report, October 1, 1987-December 31, 1989.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Arithmetic; Classroom Communication; Cultural Differences; Fractions; *Interactive Video; Intermediate Grades; Mainstreaming; *Mild Disabilities; Multicultural Education; *Peer Acceptance; Program Effectiveness; *Self Esteem; Social Bias; Student Attitudes; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Videodisks
IDENTIFIERS- *Attitudes toward Disabled

This final report documents achievements of a project to assess social impact and achievement gains resulting from the use of interactive videodisc technology to teach fractions in mainstreamed classrooms across multicultural settings. Subjects (N=294) were regular upper elementary students and students with mild handicaps (MH) in Utah, Wyoming, and New Mexico. The study examined the effects of the videodisc-based math program representing all 11 federal special education disability categories. Major findings indicated: approximately half of students with disabilities left secondary school by graduating; almost one-third of school leavers with disabilities were dropouts; absenteeism was frequently a precursor of early school leaving, with dropouts absent an average of 3 weeks during their most recent school year; more than one third of the students had failed at least one course during that year; and the dropout rate was particularly acute for those classified as seriously emotionally disturbed, learning disabled, speech impaired, or mentally retarded. Findings also identified school interventions that can reduce dropout rates in this population, including intervention early in students' school careers and provision of occupationally oriented vocational education. Such efforts are demonstrated as valuable by data indicating substantially higher post-school competitive employment rates by graduates. Appendixes provide an overview of the National Longitudinal Transition Study and study details. (50 references) (DB)

ED 341 227 EC 300 997

D'Amico, Ronald; Marder, Camille

The Early Work Experiences of Youth with Disabilities: Trends in Employment Rates and Job Characteristics. A Report from the National Longitudinal Transition Study of Special Education Students.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 52p.; For related documents, see EC 300 996-998.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Disabilities; *Education Work Relationship; Emotional Disturbances; *Employment Patterns; Employment Statistics; High Schools; Learning Disabilities; Mild Mental Retardation; Moderate Mental Retardation; Speech Handicaps; *Unemployment; *Work Experience; Young Adults
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report presents findings on the early work experiences of youth with disabilities, part of a 5-year study on the transition of youth with disabilities from secondary school to early adulthood. The study examined trends in students' career development by comparing employment characteristics 2 and 4 years after leaving secondary school. Telephone interviews were conducted first in 1987 and then in 1989 with approximately 800 youth who had left school between 2 and 4 years earlier or with their parents. Students had been classified as being learning disabled, seriously emotionally disturbed, speech impaired, or mildly or moderately mentally retarded. Major findings indicated: youth in all categories (except serious emotional disturbance) went from an employment rate of about 50 percent in the 1987 survey to more than 67 percent employment 2 years later; among youth employed, substantial wage and occupational advancement took place; and the youth tended to be satisfied with their jobs and to expect further advancement. Less positive findings included the low employment rates and lack of progress of students with serious emotional disturbances and the significant numbers of students never employed since leaving school--20 percent of the emotionally disturbed, 17 percent of the mentally retarded, and 18 percent of the speech impaired. (31 references) (DB) at the University of Pennsylvania. Papers are generally based on research conducted for courses offered in the Language in Education Division of the Graduate School of Education. This issue contains the following papers: "Do Second Language Learners Need Negotiation?" (Teresa Pica); "Speech Act Variation in British and American English" (Angela Creese); "'School Ka Sabaq': Literacy in a Girls' Primary School in Rural Pakistan" (Iffat Farah); "Instruction vs. Interaction? A Study of the Acquisition of Modals by Beginning Non-Native Speakers" (Julian D. Linnell); and "An Examination of Consultant-Student Discourse in a Writing Center Conference" (Felicia Lincoln Porter). (LB)

ED 341 246 FL 020 002

Pica, Teresa
Do Second Language Learners Need Negotiation?
PUB DATE- 91
NOTE- 36p.; In: PENN Working Papers, Volume 7, Number 2/Fall 1991; see FL 020 001. p1-35.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cues; Language Research; *Language Skills; Lexicology; *Native Speakers; *Oral Language; *Second Language Learning; Speech Acts; *Structural Analysis (Linguistics)

A study investigated whether second language (L2) learners' participation in negotiation with native speakers (NSs) meets their needs for data on L2 lexical and structural features. The question was addressed through an analysis of NS utterances of negotiation that were produced as 20 native speaker-non-native speaker (NS-NNS) dyads carried out four communication tasks in English. The analysis revealed that the NS utterances of negotiation offered data on L2 forms, the meanings they encoded, and some of the structural relationships into which they could enter. Negotiation thereby served the NNSs in ways that supplemented its two most widely acknowledged contributions to the L2 acquisition process, i.e., NNS comprehension of L2 input and modification of interlanguage output. However, the analysis also revealed that the NS utterances of negotiation contained few explicit cues that could help the NNSs distinguish between lexical and structural features of their interlanguage that were target-like and those that were not. Thus negotiation appeared to address NNS needs for data on features that were part of the L2, but offered no explicit information on which of their own interlanguage features did not belong to the L2. Contains 53 references. (Author/LB)

ED 341 247 FL 020 003

Creese, Angela
Speech Act Variation in British and American English.
PUB DATE- 91
NOTE- 23p.; In: PENN Working Papers, Volume 7, Number 2/Fall 1991; see FL 020 001. p37-58.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Contrastive Linguistics; *Cultural Differences; English (Second Language); Language Research; Second Language Instruction; *Sociolinguistics; *Speech Acts
IDENTIFIERS- *English (British); *English (General American)

Comparisons of British English and American English in the past and Cervantes (1989); and the enriched literacy framework of Ruiz (1988). A move away from strict reliance on psychometric approaches is advocated. The need for greater reliance on the use of clinical judgment based on informal and dynamic assessment of the student is emphasized, as well as the need to use the student's native language for testing purposes, whenever possible. The need for the development of effective referral intervention models and strategies for LEP students with disabilities is stressed. Suggestions are offered for practitioners who work daily with culturally and linguistically different exceptional students. Recommendations for continued research are offered. An appended table summarizes findings from the Texas and California Handicapped Minority Research Institutes. Contains 71 references. (LB)

ED 341 268 FL 020 038

Flores, Barbara M.
Children's Sociopsychogenesis of Literacy and Biliteracy.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 42p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Cultural Context; Grade 1; Instructional Improvement; *Limited English Speaking; *Literacy; Primary Education; *Sociolinguistics; Student Journals; *Writing Skills; Written Language; Young Children

The social context in which the teacher and children are mutually engaged in written language is examined to explain the teacher's use of sociocultural, sociopsycholinguistic,and sociopolitical knowledge bases. An explanation of the psychogenetic theory of the alphabetic writing system is offered, and one bilingual whole language first grade classroom's literacy and biliteracy sociopsychogenesis is analyzed. The findings reported here are based on preliminary analyses of bilingual children's literacy and cognitive development in the social context of interactive dialogue journals. The database includes monthly (September-May) samples of 30 children's bilingual journal entries (270 pieces of written text). It is shown how first-grade bilingual 5 to 6-year-olds engage in the social-cultural process of recreating knowledge about the alphabetic writing system in both Spanish and English. It is noted that, by April and May, all 30 children use the alphabetic writing system and their conventional spelling exceeds their invented spelling. Many apply their alphabetic knowledge from their first language without instruction. It is suggested that language minority children may do better when teachers abandon traditional beliefs, practices, and low expectations. Twenty-four journal samples are presented. Contains 29 references. (LB)

ED 341 269 FL 020 039

Lambert, Wallace E.
Issues in Foreign Language and Second Language Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Deaf Interpreting; *Discourse Analysis; Ethnography; Finnish; Foreign Countries; *Sign Language
IDENTIFIERS- Finland

Preliminary results are described of an attempt to analyze the talk of the Finnish deaf signing community from the perspective of conversation analysis (CA). CA is described as an empirical approach to the study of spoken conversation deriving from the field of ethnomethodology, which itself emerged as a reaction to traditional sociology in the 1960s. Video data for this study was collected at a local social club for the hearing impaired. It was found that groups of signers needed to be recorded in ways that would not have been appropriate for groups of speakers. Interpretation of the signing was dependent on the quality of the image, and was further complicated by the fact that there was not a suitable impressionistic notation system for transcription. It is concluded that ultimately the study of sign language will not only reproduce the findings of studies of spoken language and reveal phenomena peculiar to sign, but it will also yield new perspectives on language use in activities that are difficult to capture in speech environments. Contains 34 references. (LB)

ED 341 290 FL 020 060

Hiirikoski, Juhani
Information Structure in Finnish Live Ice Hockey Reporting: An Answer to Tomlin (1983).
PUB DATE- 91
NOTE- 36p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Discourse Analysis; Finnish; Foreign Countries; Grammar; *Ice Hockey; *News Reporting; *Semantics; Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Finland

The purpose of this article is to investigate ways that the grammatical and semantic structures of the Finnish clause limit its possibilities for expressing information structure. The study aims to discover whether there is a correlation between the semantic structure of the sentence and the possibility of using the inverted word order for introducing new referents to the text, or whether there is free variation in the choice between the direct word order and the inverted one. Regularities in Finnish live ice hockey reporting are compared to those obtained by Tomlin (1983) and to results from other text types. Data are presented indicating that in some cases the semantic structure of the sentence rather than the information structure determines the word order. Contains 46 references. (LB)

ED 341 291 FL 020 061

Tirkkonen-Condit, Sonja
Relational Propositions in Text Comprehension Processes.
PUB DATE- 91
NOTE- 9p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.

DESCRIPTORS- *Adult Education; Citizenship Education; Community Schools; Cultural Education; Developing Nations; *Economic Development; Educational History; *Folk Schools; Foreign Countries; *Labor Force Development; Leadership Training; Nontraditional Education; Residential Institutions; *Residential Programs; Rural Areas
IDENTIFIERS- *Denmark; *India

The "Folkehojskole," or Folk High School (more accurately translated as "People's College") which is Denmark's unique contribution to adult education, offer residential adult instruction. The aims of folk education are to help adults behave as independent and mature members of the community and think and speak freely. Emphasis is on cultural subjects, with some extension services offered. According to provisions of 1970 legislation, Danish folk high schools (people's colleges) are self-governing independent units and organized as nonprofit institutions. The idea of residential adult education has spread to England, the United States, and Canada. Residential institutions in developed countries have evolved in different patterns, suitable to the peculiar conditions and requirements of the country, and most offer higher education. In developing countries, popular education along the lines of Danish folk schools is desirable as a means of human resource and economic development. A type of folk school that has failed in India is the Janta College for the education of rural adults, which was intended to function as the center of leadership in villages and prepare youth for participation in development. Another type of residential institution is the Vidyapeeth of the State of Karnataka. Vidyapeeths organize 6-month courses to train village youth for good citizenship and rural leadership. Most Vidyapeeths maintain agricultural, dairy, and poultry farms and have some arrangements for craft sections. Extension services are offered. (An article on the People's College exerpted from a 1948-49 report of the University Education Commission as well as a detailed description of the Danish People's College and Danish Agricultural Education are appended. (YLB)

introduction to each category discusses typical applicant programs and outlines the assessment methodology (measures of excellence and weighted values). The categories, winners, and finalists are as follows: (1) community-based work services--University of North Carolina Division TEACCH (Treatment and Education of Autistic and related Communication handicapped CHildren), Association for Retarded Citizens/New Jersey, and Easter Seal Society of Maryland; (2) employability development--Goodwill Industries of Central Florida, Indian River Community College (Florida), and Jewish Vocational Services (Florida); (3) facility-based work services--Henderson Division of Opportunity Village Association for Retarded Citizens (Nevada), THE CENTER for the Rehabilitation and Training of Persons with Disabilities (Illinois), and Ohio Valley Goodwill Industries Rehabilitation Center; and (4) work hardening--Schwab Rehabilitation Center (Illinois), J. Leonard Camera Industrial Rehabilitation Center (Ohio), and St. Elizabeth Hospital (Wisconsin). A list of winners and finalists from 1986-90, with addresses and telephone numbers, is appended. (YLB)

EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Family Programs; *Financial Support; *Grantsmanship; *Literacy Education; *Program Development; *Program Proposals; Proposal Writing; Resources
IDENTIFIERS- *Family Literacy

This guide provides help in locating and securing funds for family literacy programs and illustrates how family literacy programs may be organized and implemented by explaining important legislation and presenting examples of collaborative family literacy efforts that use a variety of resources. The booklet is organized in four parts. Part I describes the major sources of funding for family literacy programs, including federal, state, and local funds and services, as well as support from private foundations and corporations. Part II presents examples of funding packages, showing how different family literacy programs draw upon different funding sources. Suggestions for maintaining positive relationships with funders are also presented. Part III gives suggestions for writing funding proposals. A description of the types of information requested in proposals is presented, with examples of funding budgets. A checklist is provided for evaluating proposals before submitting them to funders. Part IV provides additional information about funding family literacy programs. Four resource books, which expand upon the information presented in this guide, are cited, and resource centers with information on grants are noted. (KC) postsecondary schools, community, and technical colleges; and (4) creation of a model for the development of technician training programs for new and emerging technologies. Four recommendations emerged from the project: (1) cost savings in SMT program implementation can be achieved by using existing labs and using solar cells rather than semiconductors; (2) participants should be given release time from the job while attending classes; (3) participants should have more time to attend classes; and (4) student materials should be developed. (The bulk of the document consists of the following appendices: SMT project time line; technical advisory committee membership list and letter; preliminary task list; curriculum advisory committee and validation list; industry survey/responses statement; Boise State University (BSU) Transformations course description; BSU Transformations demographics and schedule; Texas State Technical College (TSTC) at Waco SMT outlines for nine specialty course; TSTC curriculum and course descriptions; CORD model curricula and course descriptions; press notices; promotion/dissemination of semiconductor manufacturing technology materials; and evaluation report by Glen Bounds.) (NLA)

composition, size, and selection of a committee are important considerations. Mistakes in appointing committees are made because appointing authorities have relied on traditional selection procedures. Effective committee operation is achieved by reaching consensus through problem-solving techniques. (The following are included: 11 references; a committee instruction/information sheet; committee assignment sheet; the 24-inch rule for chairpersons; and individual member committee worthiness checklist.) (NLA)

ED 340 912 CE 060 112

Dyer, Delwyn A.; Williams, Oscar M.
Developing Local Community Leaders.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 87
NOTE- 19p.; For related documents, see CE 060 109-113.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Leaders; Community Organizations; Group Behavior; *Group Dynamics; Individual Characteristics; Leadership Qualities; Leadership Responsibility; Leadership Styles; *Leadership Training; Organization Size (Groups); *Participative Decision Making; Self Directed Groups; Self Motivation

The successful development of local leaders is the goal of leadership training and community development. Development involves defining and developing leadership. Although leader-centered leadership offers few chances of meeting the maintenance needs of the group as a whole, shared leadership allows the group to join in the decision-making process. Effective shared leadership has two conceptual components: situational and functional. Groups may have many member leaders as well as elected or appointed leaders. Leaders are responsible for task and maintenance functions. Task functions must be performed to complete the job: initiating activities, informing, clarifying, summarizing, and consensus testing. The following maintenance functions maintain good group relations: harmonizing, tension reducing, encouraging, compromising, gatekeeping, and testing and setting standards. Leaders must be aware of nonfunctioning behavior, leadership types and styles, educational level, and group size. Many personal characteristics and motivational factors affect the leader's acceptability and effectiveness, but it is the group's responsibility to make a selection based on the group's needs. Leadership skills may be developed by learning to use democratic power. (Three activities are provided in this document: leadership type, leadership traits according to functional responsibilities, and leadership traits according to maintenance function. Eleven references are included.) (NLA)

*Enrollment Influences; Enrollment Trends; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; National Surveys; Student Attitudes; *Student Organizations; Success; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Future Farmers of America

The purpose of this study was to determine the status of middle and junior high school agricultural education and FFA (Future Farmers of America) programs. In Spring 1991, questionnaires were sent to all state FFA Executive Secretaries (n=53); 52 returned questionnaires. Three teachers in each of 9 states identified as having middle or junior high agricultural education school programs were also sent questionnaires; 23 responses were received. Teachers collected information from 598 students. The scant existing information about middle school agricultural education programs was reviewed. National baseline data showed that 30 states had a middle or junior high school articultural education program, that two-thirds of students were male, and that the majority were white and lived in the country. The following components of successful programs were identified: enthusiastic, involved teachers; support from administrators, parents, high school FFA, and community; leadership; and funding. Secretaries, teachers, and students identified the major factor influencing students' decisions to enroll in agricultural education to be the agricultural education instructor. The most often cited reasons for not enrolling in agriculture classes in high school were that students lacked interest and wanted to take other courses. Increased agricultural literacy was indicated as the major student benefit. Fewer disadvantages than advantages were reported. (The study instruments are appended.) (YLB)

five types of needs assessment models. References for evaluation resources are included. (ABL)

ED 340 950 CG 023 905

Manthei, Bob
Counseling Psychology in New Zealand.
PUB DATE- Aug 91
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Counseling Services; Counseling Theories; *Counselor Role; Counselor Training; Foreign Countries; Trend Analysis
IDENTIFIERS- *Counseling Psychology; *New Zealand

The history of counseling psychology in Australia, which has been marked by confusion and uncertainty about the distinction between it and other applied areas such as clinical psychology, community psychology, educational psychology, and psychotherapy, is discussed in this paper. The development of the Division of Counselling Psychology within the New Zealand Psychological Society is traced and the more recent and distracting tensions that exist within the areas of clinical psychology, counseling, and psychotherapy are discussed. Counseling-related research conducted in New Zealand during the 1980s is reviewed and trends and omissions are identified. These topics are included: (1) the history of counseling psychology in New Zealand; (2) the history of clinical and counseling psychology research; (3) previous reviews of counseling-related research; (4) descriptions of the activities of guidance counselors and applied psychologists; (5) applications of counseling to specific settings, such as sexual counseling, pastoral counseling, unemployment counseling, abortion/pregnancy counseling, crisis counseling, prison counseling, and grief counseling; (6) training resources and developments; (7) critiques of counseling theories and training models; (8) evaluations of training; (9) counseling research; (10) testing and assessment; (11) bicultural counseling; and (12) evaluation. (162 references) (ABL)

IDENTIFIERS- *Iowa

This publication, part of an ongoing effort by the Iowa Department of Education, contains data about the secondary school dropouts from public schools for fiscal year 1990 by state, size, category, merged area, and county, and the primary status of Iowa's 1989 public high school graduates one year after graduation by state, size code, and merged area. The publication is arranged according to the following topics: (1) fiscal 1990 secondary school dropout rate comparison of state enrollment categories and merged areas; (2) dropouts by sex; (3) grade distribution of dropouts for the state of Iowa; (4) dropouts by sex for the state of Iowa; (5) grade distribution of dropouts, and dropouts by sex for seven K-12 enrollment categories; (6) percentage of total enrollment versus percentage of total dropout population by enrollment categories; (7) grade distribution of dropouts, and dropouts by sex for 16 merged areas; (8) percentage of total enrollment versus percentage of total dropout population by merged area; (9) dropout information by county; (10) totals and percentages of dropouts by grade from 1970-1990; (11) graduate follow-up state totals for 1989; (12) graduate follow-ups according to size codes of K-12 enrollment; (13) graduate follow-ups according to merged areas; and (14) a 21-year composite of graduate totals and percents by primary status. (LLL)

(6) "Self-Help--And How We Teach Tomorrow" (Edward J. Madara); and (7) "When Someone's Away: An Ongoing Support Group for Students in Grades 7-12 with Deployed Parents and Friends" (Marlene L. Bowling, Carolyn S. Donges, Barbara Stock Nielsen). (ABL)

ED 340 989 CG 023 946

Burke, Mary Thomas, Ed.; Miranti, Judith G., Ed.
Ethical and Spiritual Values in Counseling.
PUB DATE- 92
NOTE- 157p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- *Counseling; *Counseling Techniques; Ethics; Religion; *Values
IDENTIFIERS- *Spiritual Values

This book presents a compilation of articles previously published in the journal "Counseling and Values." The follwing articles are included: (1) "Ethics and Spirituality: The Prevailing Forces Influencing the Counseling Profession" (Judith Miranti, Mary Thomas Burke); (2) "Three Contributions of a Spiritual Perspective to Counseling, Psychotherapy, and Behavior Change" (Allen E. Bergin); (3) "Utilization of Spiritual Values in Counseling: An Ignored Dimension" (Robert M. Theodore); (4) "The Counselor and Religious Dilemma: A Personal Experience" (C. Edward Watkins, Jr.); (5) "The Moral Nature of Psychotherapy" (Barry Grant); (6) "The Morality of Influencing in Counseling" (John M. Schulte); (7) "Guilt" (David Belgum); (8) "Psychotherapy as a Process of Value Stabilization" (Jeff Schwehn, Candace Garrett Schau); (9) "Values and Ethics in Family Therapy" (William J. Doherty); (10) "Therapist and Family Values in a Cultural Context" (Howard F. Stein); (11) "The Values of Counseling: Three Domains" (Edwin L. Herr, Spencer Niles); (12) "Values in Counseling and Psychotherapy" (C.H. Patterson); (13) "Counseling the Culturally Different" (C. Jerry Downing); (14) "Ethical Issues in Gerocounseling" (Marion L. Cavallaro, Marylou Ramsey); (15) "Object Relations and the Development of Values" (George M. Gazda, Charlalee Sedgwick); (16) "The Impact of Contemporary Idealogy and AIDS on the Counseling of Gay Clients" (James Rudolph); and (17) "ARVIC as a Child of Ten" (Samuel T. Gladding). (ABL) identifies and briefly describes 10 interrelated roles, and details of each role are offered by nationally recognized experts in the parenting and alcohol and other drug prevention fields. The fourth chapter "Appropriateness and Cultural Competency, Crucial Elements in Parent Training Programs," by Michael Cunningham, addresses a number of elements germane to achieving ethnic appropriateness and developing cultural competency. The fifth chapter "How to Get Hard-To Reach Parents Involved in Parenting Programs," by Karol L. Kumpfer presents a variety of strategies for getting high-risk parents involved in family-focused prevention programs. The sixth chapter "Sample Program Descriptions," lists 23 programs that either have or are in the process of developing components that directly address the issue of alcohol and other drug use. The seventh chapter "Implementing a Parenting Program in Your Community," by David Pines, looks at preparation, implementation, and followup issues. The appendix lists organizations which focus on alcohol and other drugs and organizations which focus on families and children. (LLL)

their job. Undergraduate students who had completed at least one course in reading education were surveyed concerning their writing experiences in reading education and in teacher education in general. Results indicated that there was common ground between the writing activities of the two groups, with six activities in common: unit/lesson plans, instructional writing, brainstorming, curriculum development, progress reports, and short responses. As the research was carried out, a more important issue surfaced: how did these reading teachers see themselves as writers? The researcher became less concerned with providing students with a typical set of writing activities for reading teachers than with assisting students to see themselves as insiders in a community of writers. (Two appendixes contain an explanation of five ways to foster writers in reading education courses, and the survey instrument.) (SR)

Sullivan, Jane
Should the U.S. Have a National Reading/Language Arts Curriculum?
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; Instructional Leadership; *Language Arts; *National Programs; *Reading
IDENTIFIERS- *National Curriculum; *Standardized Curriculum

Since the United States has National Goals for Education, National Assessment of Educational Progress, a National Board for Professional Teaching Standards, a "National Initiative" in reading and the language arts, a National Commission on Excellence in Education, why not have a National Curriculum? Two questions arise: (1) does the United States need a national curriculum? and (2) can it be pulled off? If educational trends and power brokers are to be believed, then the answer is, yes, a national curriculum is needed. However, it can only be pulled off if the impossible is to be believed. There would be positive and negative results. Positive results include uniformity of standards, less confusion among a mobile population, alignment among teacher education requirements, assessment, and curriculum goals. Negatives include too much top-down management, an overstuffed agenda, and a stifling of creativity and innovation. In the end, there is no clear "yes" or "no" answer. Reading educators must insure that any educational reform reflects what is best for students; that the reformers avoid a top-down approach that ignores input from classroom teachers, from curriculum and reading supervisors, from teacher educators; and that if there is to be a national curriculum, it must be one that works. (RS)

the profession will strengthen the explanatory power of existing theories about the process and practice of writing in general. (Four figures are included; a list of 105 references is attached.) (Author/RS)

ED 341 068   CS 213 151

Greene, Stuart
Writing from Sources: Authority in Text and Task. Technical Report No. 55.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Writing; Higher Education; *Prior Learning; *Research Papers (Students); Undergraduate Students; *Writing Processes; Writing Research
IDENTIFIERS- Author Text Relationship; Writing Tasks; Writing to Learn

A study aimed to increase understanding of how different writing-to-learn tasks invite the ways in which students construct meaning in writing from sources. The tasks used, writing either a report or a problem-based essay, required students to integrate prior knowledge with information from six textual sources in order to construct their own texts. Fifteen undergraduates, enrolled in a seminar on European history, were randomly assigned to one of two task conditions. Comparisons were made between the ways in which the two groups interpreted the tasks they were given, as well as how they organized and selected content from the sources. All students provided think-aloud protocols and reading-writing logs. Students' essays were analyzed for top-level structure, origin of information, and appeals to authority. Comparisons were also made to examine possible differences in learning associated with the two tasks. Analyses showed that the groups differed significantly in their interpretations of the two tasks and in their approaches to structuring textual information. Analyses also revealed that students writing problem-based essays included significantly more content units in their essays than students writing reports. Results suggest that authority can be linked to the transformations writers make in composing from sources as they interweave content from prior knowledge with source information and restructure meaning. Authority can also come from writers' awareness of how to apply their knowledge flexibly and effectively in a given rhetorical situation. (Two figures and 6 tables of data are included; 90 references are attached.) (Author/SR) introduction can play informational, rhetorical, and aesthetical roles. Educators should make sure these characteristics are satisfied by participants by requiring detailed analysis. Furthermore, planners should assure that event criteria vary from year to year; otherwise, participants will not grow as students of literature. Detailed analysis of a text will lead to creative methods for the performer, forcing him or her not to rely on a "programmed performance style" for all performances. Even if not through a new event called interpretation analysis, educators should make sure that students analyze the literature and apply that analysis to introductions and performances. (SG)

ED 341 088   CS 507 690

Nicolai, Michael T.
The Non-Forensics After-Life of a Forensics Director.
PUB DATE- 1 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; Communication Research; *Debate; Higher Education; Occupational Surveys; *Persuasive Discourse; *Teacher Attitudes
IDENTIFIERS- *Debate Coaches

A study investigated the personal and career choices that motivate an educator's departure from active involvement in forensics activities, and what trends, if any, exist concerning what former directors do in place of forensics. The study also investigated how forensics participation as a coach/director impacted on the individual, and what suggestions these individuals might have for change in the forensic activity itself. A cross sectional sample of former coaches and directors which included debate and individual events specialists and community college and four-year institutions, and took into account geographic distribution and range of time spent in forensics direction, was surveyed by telephone. Results showed that: (1) the greatest number of factors for leaving the activity were associated with the personal demands (especially time and travel) placed on directors; (2) activities taken on since leaving forensics included administration, consulting and volunteer projects, and course development; (3) the most transferable skills were thought to be organizational abilities, student interaction skills, and money management; (4) the most positive aspect of the career change was having the time to do other things; (5) the most missed aspect of forensics was direct interaction with students; and (6) there was a general consensus that the winning standards of forensic competitions were not reality standards, and that performance evaluation standards should be reassessed. (One table of data is included.) (PRA)

Newton, Julianne Hickerson
The Dialectic of Staring as a Way of Knowing.
PUB DATE- Aug 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, MA, August 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Moral Values; *News Media; *News Reporting; *Observation; *Photojournalism
IDENTIFIERS- *Journalistic Style; *Professional Ethics

What is the most important moral problem faced by journalists and photographers when they document people's lives? The answer rests in knowing why, how, and when to observe other people. The process of professional observation can be explored by examining photographic books such as Richard Avedon's "In the American West," Bill Owens' "Suburbia," "Good Company" by Douglas Harper, and "Rich and Poor" by Jim Goldberg. Avedon's and Owens' books appear to exploit their photographic subjects. By contrast, the strength in Goldberg's work lies in its intention to be honest and human and to reveal a personal dialectic. In "Good Company," Harper offers a good example of how and when to stare: long and hard but with respect, an open eye, mind, and heart, and a willingness to question's one's own vision, and to stop staring when appropriate. Good observation is interactive and reciprocal, and acknowledges that every observer is privileged to stare and record what is seen. A fifth book, "Illuminations, A Bestiary," which contains photographs by Rosamond Wolff Purcell and text by Stephen Jay Gould, provides further insight. The book portrays dead organisms, yet because of how the observers viewed them, others also can respect, honor, and find parts of themselves in the organisms. (SG)

*School Community Relationship

Issues in establishing and improving school-community partnerships are presented in this paper. Following a review of literature, the essential elements of strong parental involvement programs are described. Five major types of parental involvement programs are identified, and strategies and activities for improving them are offered. A conclusion is that school-community partnerships must develop a positive, symbiotic relationship rather than seek to establish blame. (10 references) (LMI)

ED 341 128 EA 023 589

Engmark, Jill
It's 1990: Do You Know Where Your Students Are? A National Review of Student Data Systems.
PUB DATE- Jun 90
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; *Databases; Elementary Secondary Education; Higher Education; *Information Needs; State Legislation; *Student Records
IDENTIFIERS- *Arizona State Department of Education

In 1987, the Arizona legislature began a process of establishing statewide goals for the improvement of the state's educational system. A joint legislative committee developed specific goals in the areas of student achievement, high school graduation rate, and postschool employment and college enrollment. To produce the baseline data necessary in measuring the progress toward these goals, S.B. 1234 (1989) required the Department of Education to develop a comprehensive student assessment plan. The Department of Education contracted with the Morrison Institute for Public Policy to provide research related to this mandate. This document examines student identification, followup, tracking, and information systems for the purpose of assisting the Department of Education in its compliance with S.B. 1234. This research, coupled with information collected on these new systems across the nation, serves as the basis for six recommendations: (1) The terminology used in S.B. 1234 (1989) must be clarified; (2) a formal state-level task force should be established; (3) the state should use Social Security numbers as the uniform student identifiers; (4) the task force should follow six specific recommendations made by Morrison; (5) state-level funding should be used for the information system; and (6) the state should take all measures possible to ensure the privacy and confidentiality of all student information. (106 references) (LAP) principalship into two roles: one for aspirants to the principal's position and the other for "career" assistant principals intending to remain in that position. Many superintendents are concerned about some assistant principals' lack of readiness to become principals, either through their own failure or the system's failure to train them properly. Some school systems have collaborated with university departments of educational administration to provide "remedial" assistance to a group of assistant principals desiring promotion to the principalship. The remediation program described in this paper consists of extensive classroom training and on-the-job analysis. Regular and clinical professors instruct participants in various educational administration components and then monitor assistant principals as they implement training on the job. The monitor maintains exhaustive records on the participants' behavior and conducts followup sessions. Preliminary results indicate that the program is having a positive effect; the final evaluation will come when assistant principals are either selected or passed over for promotion. (9 references) (MLH)

populations, raise risk-amelioration issues pertaining to particular school districts, and examine human service policy-balancing questions in selected school communities. The model clearly shows that current educational reform policies are not particularly effective in serving at-risk learners. When policies raise standards, there is increase in time needed to learn, and school resources are quickly depleted. Where students choose among alternative programs, those with highly adaptive behavior seek out schools where time spent in learning is available, leaving the less-adaptive student in a time-constrained environment. The model also demonstrates the need to include human service programming as an integral part of any reform intended for at-risk learners. (15 references) (Author/MLH)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiodisks; Audiotape Cassettes; *Blindness; Braille; Floppy Disks; Large Type Materials; Library Services; *Media Adaptation; *Periodicals; *Physical Disabilities; *Visual Impairments
IDENTIFIERS- National Library Service for the Blind

This catalog lists periodicals available in special media to blind and physically handicapped persons throughout the United States. Part 1 lists and describes all magazines produced by the National Library Service for the Blind and Physically Handicapped (NLS) of the Library of Congress for its free reading program. These magazines are available at no charge through cooperating libraries to persons who are unable to read or handle conventional print materials because of visual or physical impairment. Part 2 lists and describes magazines that are not part of the NLS reading program but are offered free or by paid subscription by their producers or other sources. The magazines are produced on disc, cassette, or computer diskette or in braille, large type, or Moon type. Indexes by title, subject, and medium are provided as access points to the listings. (JDD) on: (1) attitudes of regular teachers and student peers toward mainstreamed students with MH; (2) the self-esteem of the MH students; (3) the frequency of academic (as opposed to behavior management) interactions between teachers and MH students; and (4) achievement in basic fractions concepts. Findings indicated that teachers in both years of the study maintained their opinions about mainstreaming; MH students experienced greater teacher interactions; the MH students showed large achievement gains (both in fraction concepts and generalized achievement testing) and increased self-esteem; peer attitudes toward MH students, however, declined significantly during the study. Appendices include measures and scoring procedures, data details, and a dissertation abstract. Includes 39 references. (DB)

have concentrated on similarities and differences at the phonetic, semantic, and syntactic level, while overlooking variation at the socio-cultural level. This paper examines how cultural differences are reflected in five speech acts: requesting, thanking, apologizing, complimenting, and greeting. After a report of a preliminary study of interviews with eight Americans and four Britons regarding cross-cultural speech act differences, the paper analyzes compliment data collected in both Great Britain and the United States. Results show that despite sharing an essentially common linguistic system, the rules for complimenting differ significantly cross culturally. Given the current trend of teaching language and culture simultaneously and given that American and British dialects serve as models of language instruction throughout the world, it is argued that consideration be given to such differences by English-as-a-Second-Language textbook writers, teachers, and students. (Author/LB)

ED 341 248 FL 020 004

Farah, Iffat
School Ka Sabaq: Literacy in a Girls' Primary School in Rural Pakistan.
PUB DATE- 91
NOTE- 24p.; In: PENN Working Papers, Volume 7, Number 2/Fall 1991; see FL 020 001. p59-81.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Educational Objectives; *Females; Foreign Countries; Intermediate Grades; *Literacy Education; Primary Education; *Reading Skills; Rural Education; *Single Sex Schools; Uncommonly Taught Languages; Urdu; Writing Skills
IDENTIFIERS- *Pakistan

Literacy learning practices in the context of a girls' school in Pakistan are described as part of a larger study. "School ka sabaq" or "school lesson" is recognized as involving reading and writing activities as well as behavior particular to the institution of the school. The goals of school ka sabaq, which are to pass exams and acquire credentials, are determined by and limited to the institution of schooling. Although the teachers do not include in their goals the transfer of skills learned at school to reading and writing needs in everyday life, the community members mention these as an expected or desired outcome of "school ka sabaq." A description of the reading and writing activities along with the division of time and space in the school shows that literacy activities are reflected in and determined by the context of the particular institution within which they are learned and practiced. School-community relations and the community's goals for girls' literacy are also described. (Author/LB)

NOTE- 40p.; In: Proceedings of the Research Symposium on Limited English Proficient Students' Issues (1st, Washington, DC, September 10-12, 1990); see FL 020 030.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education Programs; Comparative Analysis; Cooperative Programs; Educational Change; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Teachers; Limited English Speaking; *Second Language Instruction; *Second Language Programs

Distinctions are made between foreign language (FL) and second language (SL) teaching and learning. It is suggested that several major issues emerging in FL and SL education in the United States must be considered before substantive improvements can be made in the FL or SL competence of both native English speakers and those whose native language is other than English. The issues to be resolved include the following: (1) FL and SL professionals have substantially different aims, orientations, and training and their offerings are directed to different populations of users; (2) there is a more serious demand by those being educated for higher levels of competence in foreign language and second languages than usually occurs in school-based education programs; and (3) there are time constraints, since no extra time can be directed to language education if it curtails the comprehensive education in math, sciences, humanities, and social sciences needed in today's technical and international world markets. The integration of the talents of both FL and SL professionals and educational approaches is advocated. It is suggested that two-way bilingual immersion education programs can simultaneously enhance the language competency of both native and non-native English students without shortchanging them on basic educational needs. Contains 72 references. (LB)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Grammar; *Reading Comprehension; Rhetoric; Semantics; *Structural Analysis (Linguistics)
IDENTIFIERS- *Propositional Analysis

This study is based on the assumption that texts are composed of two kinds of propositions: lexical and relational. Lexical propositions account for semantic relations within a clause, and they can be described as semantic role relations between a lexical predicate and its arguments. Relational propositions account for functional relations among clauses, sentences, and passages of any size. The terms "rhetorical" and "relational proposition" are used synonymously. Lexical propositions are in the text and are lexically and grammatically signalled, whereas relational or rhetorical propositions are not unambiguously signalled. The question of how rhetorical relations are understood by readers of texts is addressed, and two empirical studies are reported briefly that seem to support the following hypotheses: (1) at least in some text comprehension tasks, relationship propositions seem to be identified with some degree of consensus; and (2) comprehension of relational propositions may figure more consciously and explicitly in some demanding text comprehension tasks such as translation. It is concluded that more research is needed to determine whether it is realistic to assume that a battery of rhetorical relations can be delineated so accurately that readers can be taught to identify them with a great degree of consensus. (LB)

ED 341 292 FL 020 062

Valle, Ellen
Pragmalinguistic Features of Academic-Scientific Discourse: A Model for Analysis and a Diachronic Application.
PUB DATE- 91
NOTE- 21p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Applied Linguistics; Definitions; Diachronic Linguistics; *Discourse Analysis; Foreign Countries; Languages for Special Purposes; Models; *Pragmatics; *Scientific and Technical Information; *Structural Analysis (Linguistics)

A working definition is proposed for "scientific text" in terms of text function, based on pragmatic criteria derived from various approaches to the sociology of science. The term "Language for Academic-Scientific Purposes" (LASP) is preferred because it allows for the inclusion of texts in the human sciences, at the same time implicitly excluding many "technical" texts that would be covered by the frequently applied concept of English for Science and Technology (EST). The definition and general assumptions of this paper are based on the concept of the scientific community as a self-contained and self-perpetuating group that needs to recruit new members from outside but that restricts access to its discourse to members of the group. A tentative discourse-oriented model is proposed for the analysis of LASP texts, which is then applied diachronically to two early scientific texts, one from 1665 and one from 1840. Contains 21 references. (LB)

ED 341 293 FL 020 063

Kalaja, Paula; Leppanen, Sirpa
Transaction and Interaction in Writing: The Case of Electronic Mail.
PUB DATE- 91
NOTE- 10p.; In: Communication and Discourse across Cultures and Languages. AFinLa Yearbook 1991; see FL 020 041.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Electronic Mail; Foreign Countries; *Interaction; Interpersonal Communication; *Writing Evaluation

Electronic mail (e-mail) messages were examined in terms of the relationship of texts to features of the communicative event itself. A tentative look was taken at how one particular component of the communicative event could explain differences and similarities in different text types as well as within the same type. The assumption was that texts (written or spoken) should be compared with each other indirectly, with reference to the primary purpose of the communicative event, the transmission of content (transaction), and/or the expression of social relationships or personal attitudes (interaction). Examples of e-mail messages and letters to the editor of "Time" magazine are cited to illustrate variations in written texts. It is concluded that written texts, regardless of their level of formality or intimacy, can show the writer's focus on interaction, and that this potential focus on interaction in e-

ED 341 312 HE 025 204

Aagard, Steven D.
Evaluation of Pre-Departure Orientation of Long-Term, Off-Shore Graduate Education Participants: Theory & Practice.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Evaluation Methods; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; Orientation; Program Effectiveness; Program Evaluation; Study Abroad; Surveys; Vocational Education
IDENTIFIERS- *Malawi

This study presents an analysis of a previous evaluation conducted by the Malawi (East Africa) government of the usefulness of long-term, off-shore (mostly in the United States) graduate education and results of a recent survey comparing career attitudes of participants and non-participants in a pre-departure orientation program. Following a discussion of evaluation theory, a critique of the evaluation commissioned by the Malawi government includes background information on the evaluation, an analysis of the data gathering techniques and instrument, and a discussion of the possible uses of the information. Application of previously developed evaluation principles to the survey (N=60) of a pre-departure orientation program found that there was no difference in the perceived relevance of graduate education to career and national development for those individuals who participated in a pre-departure orientation as compared to those who did not. However, the demographic analysis of the two groups found that the bulk of individuals who did not participate in the orientation program were doctoral students who had previously completed master's level work in the United States. Included are three tables and 10 references. (JB)

ED 341 313 HE 025 205

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Maui, Hawaii. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Kahului, Maui, HI, July 2, 1991).
PUB DATE- 91
NOTE- 184p.; Serial No. 102-68. Some pages may not reproduce well due to small and light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Community Colleges; Cooperative Education; Family Financial Resources; *Federal Legislation; Federal Regulation; Higher Education; Low Income Groups; Nontraditional Students; One Parent Family; Politics of Education; Postsecondary Education; Records (Forms); *Student Financial Aid; Vocational Education
IDENTIFIERS- *Hawaii (Maui); *Higher Education Act 1965; Sea Grant Program; University of Hawaii Maui Community College

This hearing, one in a series, on the reauthorization of the Higher Education Act of 1965, was held on Maui, Hawaii, to hear public testimony from educators, students, parents and members of the public at large. The first panel consisted of professionals and administrators from local community colleges

ED 341 331 HE 025 227

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: New York, New York. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (New York, New York).
PUB DATE- 24 Jun 91
NOTE- 221p.; Serial No. 102-64. For related documents, see HE 025 226-229. Some pages contain marginally legible type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; Educational Finance; *Educational Legislation; Educational Opportunities; *Educational Planning; *Educational Policy; Educational Quality; Enrollment; Equal Education; *Federal Legislation; Grants; Hearings; *Higher Education; Loan Default; Needs Assessment; Postsecondary Education; Program Evaluation; Student Financial Aid; Universities
IDENTIFIERS- *Higher Education Act 1965; *New York

This document presents testimony and statements from one of a series of Congressional field hearings intended to critically review all the programs associated with the Higher Education Act of 1965. Issues addressed in the testimony and prepared statements include: How the United States can maximize the number of students, including non-traditional students and first generation students, in postsecondary education; ways the United States can encourage more students to pursue graduate studies, including women and minorities in under-represented fields; methods of improving the financial aid system in order to reach the entire spectrum of middle America; methods to improve educational quality; and ways of allowing students to choose from the entire spectrum of postsecondary opportunities while minimizing loan defaults. The testimony and statements also include numerous observations concerning the status of higher education in the State of New York. Persons testifying included several presidents, chancellors, and other top officials from various New York universities and colleges, as well as representatives of the American Federation of Teachers, New York; the Board of Education, City of New York, and student representatives. Fifteen prepared statements, letters, and supplemental materials are included. (GLR)

ED 341 332 HE 025 228

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Ann Arbor, Michigan. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Ann Arbor, Michigan).
PUB DATE- 17 Jun 91
NOTE- 160p.; Serial No. 102-65. For related documents, see HE 025 226-229. Some pages contain small/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; *Educational Assessment; Educational Finance; *Educational Legislation; Educational Opportunities; Educational Planning; *Educational Policy; Educational Quality; Enrollment; Equal Education; *Federal Legislation; Grants; Hearings; *Higher Education; Loan Default; Needs Assessment; Postsecondary Education; Program Evaluation; Student Financial

ED 341 350 HE 025 246

Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis: 1976-1991. Research Synopsis No. 45.
PUB DATE- Jan 92
NOTE- 13p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; Asian Americans; Black Students; College Freshmen; College Graduates; College Juniors; College Sophomores; *College Transfer Students; Community Colleges; Continuation Students; Enrollment; *Enrollment Trends; Ethnic Groups; Higher Education; Hispanic Americans; Prior Learning; *School Holding Power; Student Mobility; Transfer Policy; Whites
IDENTIFIERS- *University of California Davis

A study was done of transfer students entering the University of California (Davis) from Fall 1976 through Spring 1991. "Transfers" are students who enter with at least sophomore standing (more than 40 transfer units), are identified by undergraduate admissions as advanced standing, or whose source school is not a high school. Study of transfer students' enrollment patterns found that: (1) of new undergraduates to Davis 38 percent were transfers; (2) of all Black, American Indian, Chicano and Latino students at Davis from 1976 to 1990, 36 percent were transfers; (3) transfer patterns differed only slightly by gender; (4) among 1990 transfers, 70 percent entered as juniors; (5) among transfers who enrolled from 1980 through 1990, 66 percent came from community colleges; and (6) in 1990, 728 students entered with Transfer Admission Agreements. Over all the proportion of transfer students has declined. The proportion of non-White transfer students has grown slowly. For graduation rates the study found that almost three-quarters of transfer students earn degrees at Davis; Asian and White students have the highest graduation rates, and those transferring as juniors graduate at rates higher than those who enter as freshmen or sophomores. The type of institution attended before transferring to Davis did not appear to influence educational outcomes. Transfer students were found, as were all undergraduates, to take more time to complete degrees than in earlier years. Included are eight displays, and seven tables. (JB)

ED 341 351 HE 025 247

Martin, Oneida L.; Williams-Dixon, Roslin
The Student-Institutional Fit for the African American Student: Do College Retention Programs Facilitate Academic and Social Access?
PUB DATE- Jun 91
NOTE- 20p.; Paper presented at the Annual National Conference on Racial and Ethnic Relations in American Higher Education (4th, San Antonio, TX, May 31-June 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; *Black Students; *Colleges; College Students; Dropout Prevention; Dropouts; Higher Education; Observational Learning; *School Holding Power; Social Adjustment; *Social Cognition; *Student School Relationship

This study examined the personal-environment relationship from a social-cognitive perspective for black college students (N=90)

ED 341 370 IR 015 370

Scott, Steven A.
A Study of Faculty and Computer Center Personnel Perspectives on the Issues Surrounding Campuswide Microcomputer Networks.
PUB DATE- 91
NOTE- 11p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Campuses; *Computer Centers; *Computer Networks; Higher Education; Interviews; Media Specialists; *Microcomputers; Organizational Change; *Teacher Attitudes; Use Studies

This paper reports the results of a study that examined the issues created by implementation of campuswide microcomputer networks in a four-year public institution of higher education, and the perspectives and attitudes from which faculty users and computer center personnel view those issues. Six questions served as the focus of the study: (1) the uses that academic users have for a campuswide microcomputer network; (2) the advantages to academic users of such a network over other means of delivering computing services; (3) the disadvantages to academic users of such a network over other means of delivering computing services; (4) the issues that the campuswide microcomputer network has caused to surface or has caused to become more significant; (5) which of those issues are the most critical; and (6) how the faculty and the computer center are addressing the issues. A qualitative case study design was utilized, using personal interviews as the primary form of data collection. Data were then organized into matrices and analytic files constructed to organize the responses into categories that conceptualized the perceptions of the interviewees. Results indicated that a fundamental dichotomy exists between the two groups. Faculty users of the network were interested in computing only if it had immediate and important uses in their teaching, an emphasis espoused by the university in which they worked, whereas computer center personnel saw the network as a powerful tool with unlimited applications. Such different attitudes have implications for faculty training efforts: faculty prefer specific and individualized training, whereas the computer center provides training opportunities of a general nature. These differing perspectives, and the issues that arise because of them, must be addressed if campuswide networks are to be successful. (11 references) (DB)

ED 341 371 IR 015 371

McClure, Charles R.; And Others
The National Research and Education Network (NREN): Research and Policy Perspectives.
PUB DATE- 91
NOTE- 754p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; Computer System Design; Electronic Mail; Elementary Secondary Education; Federal

ED 341 387 IR 015 460

Perkinson, Kathryn
Como ayudar a sus hijos a usar la biblioteca (Helping Your Child Use the Library).
PUB DATE- 92
NOTE- 34p.; For the original version in English, see ED 306 954.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; *Childhood Interests; Disabilities; Elementary Secondary Education; Gifted; Librarians; *Library Role; *Library Services; *Parent Role; Preadolescents; Preschool Education; *Public Libraries; *Reading Interests; Recreational Reading; Young Children

Focusing on the cooperative role of parents and public libraries in stimulating reading interests in children of all ages, this booklet addresses the following issues: (1) getting children interested in reading (reading aloud to children; encouraging children to read to you; starting a home library; showing children that you enjoy reading; choosing books that you both like; looking for award-winning books; asking for help at the local library); (2) children visiting the library with parents or alone (including children, even toddlers, in weekly trips to the library; helping children get their own library cards; encouraging children to ask the librarian for help; setting rules and guidelines for children when they visit the library alone); and (3) library services (for preschool children including infants, toddlers 18-36 months old and children 3-5 years; school age children, especially ages 7-9 years; teenagers; and special children, the gifted and the handicapped). A postscript briefly discusses adult services and a listing of sources for additional information is provided. (CGD)

ED 341 388 IR 053 701

Gregory, Vicki L.
Highlights of AACR 2 Revised: A Brief Examination of the Differences between AACR 2 and AACR 2R.
PUB DATE- Apr 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cataloging; *Classification; Librarian Attitudes; Library Materials; Library Technical Processes; Subject Index Terms
IDENTIFIERS- *Anglo American Cataloging Rules

As most librarians have probably realized by the paucity of articles in the library literature concerning the "Anglo-American Cataloging Rules, Second Edition, 1988 Revision" (Chicago: American Library Association, 1988), no revolutionary changes have been introduced in the 1988 revision in direct contrast to the situation with the original publication of AACR 2 in 1978. In general, most of the changes in the descriptive cataloging rules are to simplify the rules and make them more consistent. While the majority of the literature that has appeared concerning AACR 2R has been aimed at the technical

ED 341 406 IR 053 910

Meeker, Robert B.
Douglas Library Reference Department Policies and Procedure Manual.
PUB DATE- Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Libraries; *Employee Responsibility; Higher Education; Library Instruction; *Library Personnel; Occupational Information; Online Searching; Policy; *Reference Services
IDENTIFIERS- Chicago State University IL; *Library Policy; *Library Procedures

This manual presents the policies and procedures of the Reference Department of Chicago State University's Douglas Library. General information about the reference department's staffing, functions, and services is given in the first section. In the next nine sections information is provided about the following areas: scope and circulation period of the annual report file; responsibilities of the reference department in providing bibliographic instruction; types of computer searches, searching fees, and computer search application procedures; cooperative library services; desk duty responsibilities; maintenance information for the ILLINET/ONLINE public terminals; indexes and abstracts maintenance; use and maintenance of the ready reference collection; and student aides' duties. A computer search application, InfoPass application, procedures for charging computer searches, and a subject guide to indexes and abstracts are appended. (MAB)

ED 341 407 IR 053 959

Spitzer, Kathleen L.
Fax for Library Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; *Facsimile Transmission; Higher Education; *Interlibrary Loans; Learning Resources Centers; Library Networks; *Library Services; Public Libraries; Research Libraries; *Shared Library Resources; User Needs (Information)
IDENTIFIERS- ERIC Digests

This digest discusses how libraries of all types are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a fax machine, the four types of fax machines, and the recent development of the "fax board," which allows a computer to transmit information to other fax machines or computers with fax boards. A brief history of the use of facsimile in libraries is then given and it is noted that libraries predominantly use this technology to speed interlibrary loan

ED 341 423 JC 920 079

Anthony, Mary Anne
RSC Classroom Research Consortium Project: 1990-91/Year-Two Report.
PUB DATE- Aug 91
NOTE- 214p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Classroom Research; *Classroom Techniques; Community Colleges; Computer Assisted Instruction; Consortia; Cooperative Learning; Instructional Effectiveness; *Instructional Innovation; Multicultural Education; Program Descriptions; Student Journals; *Teaching Methods; Two Year Colleges; Two Year College Students

In 1989, a consortium of four community colleges in Southern California (i.e., Cerritos College, Mt. San Antonio College, Rancho Santiago College, and Rio Hondo College) received a Title III grant of $2.5 million to support the development of innovative teaching and learning programs. The specific goals of the project are to increase the academic success and persistence of diverse students and to develop a model to train, pilot, and assess new classroom teaching and learning strategies. During the second year of the 5-year project, over 200 faculty were trained to pilot test and assess classroom methods; and pilot curricula were developed for computer-assisted instruction, cooperative learning, critical thinking, learning logs across the disciplines, classroom assessment and research, and library research with new technologies. Following a review of second-year project activities, the bulk of this report consists of narratives by faculty describing their application of various classroom research, assessment, and instructional techniques. Divided into six sections, the following reports are presented: (1) eight reports on the application of the Cross-Angelo classroom assessment technique; (2) six reports on cooperative learning efforts; (3) six reports on the use of learning logs; (4) three reports on multicultural instructional efforts; (5) two reports on computer-assisted instruction; and (6) nine reports on various techniques including multiculturalism, writing portfolios, and critical thinking. Applications for participation in the project and related discussion groups, and copies of consortia newsletters are included. (PAA)

ED 341 424 JC 920 080

Slark, Julie; Pham, Nga
Rancho Santiago College Student Satisfaction Survey. Research, Planning, Resource Development Report.
PUB DATE- Aug 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Ethnic Groups; *Participant Satisfaction; Program Evaluation; Questionnaires; School Surveys; *Student Attitudes; Student Behavior; *Student Characteristics; Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year

ED 341 441   JC 920 103

American Association of Community and Junior Colleges Small/Rural Community Colleges Commission: Exemplary Programs and Services, 1991.

PUB DATE- 91

NOTE- 124p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Ancillary School Services; Community Colleges; Community Services; Instructional Improvement; *Instructional Innovation; Program Administration; Program Budgeting; Program Costs; Program Descriptions; Program Development; Rural Education; *Rural Schools; Scholarships; *Small Colleges; Student Personnel Services; Two Year Colleges; Two Year College Students; *Vocational Education

Compiled by the Small/Rural Community Colleges Commission of the American Association of Community and Junior Colleges, this collection of one-page program descriptions provides information on 121 exemplary programs and/or services at small and/or rural two-year institutions nationwide. Each program description provides the following information: program/service title; target population; college name; executive officer; contact person; college address; phone number; program/service narrative (of up to 250 words); associated costs; personnel requirements; and key concepts for success. Some of the program areas represented include: (1) academic programs, e.g., the "Early Admission Program" at Fulton-Montgomery Community College (New York) which allows qualified high school seniors to take advanced classes at the college; (2) articulation efforts, such as the "2 2 Tech Prep Articulation" program at North Idaho College which coordinates technical programs with secondary school districts; (3) developmental programs, such as the "Individual College Education" at Iowa Central Community College for handicapped and learning disabled students; (4) retraining activities, including the "Gunsmithing" program at Yavapai College (Arizona) that aims for older students forced to find new careers; (5) vocational programs, such as the "Hardware Store Management" program at Navarro College (Texas) that tries to meet a demand for better trained specialists in the hardware industry; (6) personal development programs, such as the "Geritol Frolics" at Brainerd Community College (Minnesota) which involves about 100 senior citizens in a professional quality variety show; and (7) high school equivalency programs, such as the "Second Chance Scholarship" program at Northeastern Junior College (Colorado) for disadvantaged General Equivalency Diploma graduates. (PAA)

ED 341 442   JC 920 104

Special Study Session, California Community Colleges Board of Governors. Special Study. (Sacramento, California, January 10, 1992).

PUB DATE- 10 Jan 92

NOTE- 104p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *College Planning; *College Role; Community Colleges; Economic Development; Educational

ED 341 458 PS 020 121

Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program. A Resource for Parents and Teachers.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Development; *Elementary Education; *Elementary School Students; Emotional Development; Foreign Countries; Intellectual Development; Mathematics Instruction; *Parent Student Relationship; Parent Teacher Cooperation; Physical Development; Reading Instruction; Social Development; *Student Development; Student Evaluation; Teacher Expectations of Students; *Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *British Columbia; Parent Expectations

This booklet is intended to help parents and teachers of primary school children understand children's growth, development, and learning. The first section, following a general introduction, lists methods parents and teachers can use to share information about children, schools, and classrooms. The second section discusses the learning process, especially as it relates to children. The third section examines assessment and evaluation of students in primary school, and explains recent changes in methods of assessment, evaluation, and reporting. The fourth section describes methods teachers can use to collect information on children's progress. These methods include observing children, looking at children's work, and talking with and listening to children. The fifth section discusses parents' and teachers' expectations of children. These expectations are related to various age levels between birth and 13 years, and to the areas of artistic, emotional, intellectual, and physical development, and social responsibility. Suggestions for ways that parents can support children's learning in each of these areas are listed. The sixth section discusses reading development, including phonics; writing development, including spelling and grammar; and the development of mathematical ideas. A list of 79 references is provided. (BC)

ED 341 459 PS 020 122

DeVries, Rheta; And Others
A Manual for Coding Teacher's Enacted Interpersonal Understanding.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Classroom Environment; *Elementary School Teachers; *Interaction Process Analysis; Interpersonal Communication; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Primary Education; Sharing Behavior; Social Cognition; Teacher Behavior; *Teacher Student Relationship

This manual was developed in order to study the sociomoral atmospheres of three kindergarten classrooms. Previous research by Robert Selman et al. conceptualized developmental levels of

ED 341 477 PS 020 251

Towell, Bonita Rae; Tsuji, Gerry K.
School-Aged Child Care Programs: A Review of the Literature.
PUB DATE- 90
NOTE- 553p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Early Childhood Education; Elementary Education; *Family Day Care; Foreign Countries; Government Role; International Studies; Kindergarten; Preschool Education; *Program Descriptions; *Public Policy; *School Age Day Care
IDENTIFIERS- Canada; *Child Care Legislation; Czechoslovakia; Day Care Selection; Denmark; East Germany; Finland; France; *Government Regulation; Italy; Norway; Program Characteristics; Sweden; United Kingdom; United States; USSR; West Germany

This report is presented in three parts. Part 1 consists of synopses of the child care situation in 13 countries. For each country, the child care environment, including the philosophy and historical background of child care, appropriate legislation, and types of child care services provided, are discussed. School-age child care programs for younger and older children are itemized and their characteristics described. The countries represented are Canada, Czechoslovakia, Denmark, the Federal Republic of Germany, Finland, France, the German Democratic Republic, Italy, Norway, Sweden, the Union of Soviet Socialist Republics, the United Kingdom, and the United States. Part 2 of the report synthesizes the information presented in Part 1 under four topics: (1) the role of government in the development of quality child care services; (2) the role of economics in parents' choices of child care; (3) the adaptability of international child care models to Canada; and (4) a review of research. Part 3 is comprised of an annotated bibliography divided into nine subject headings: (1) International, containing 28 items; (2) Guidelines and How-To Manuals, 11 items; (3) Special Needs, 4 items; (4) Research Reviews, 5 items Research Studies, 61 items; (5) Government Documents, 38 items; (6) Policy, 31 items; (7) Unlicensed Care, 7 items; and (8) Bibliographies and Literature Reviews, 8 items. (BC)

ED 341 478 PS 020 252

Karrby, Gunni
Comparison between Swedish and British Preschools of Children's Activities, Language and Group Constellation.
PUB DATE- Sep 91
NOTE- 15p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Class Activities; Cross Cultural Studies; *Day Care; *Educational Philosophy; *Educational Policy; Foreign Countries; Full Day Half Day Schedules; *Preschool Education; *School Organization; Verbal Communication
IDENTIFIERS- Adult Child Relationship; *England; Oxford Preschool Research Project (England); *Sweden

ED 341 496 PS 020 291

Chang, Agnes Shook Cheong
English Intervention in Bilingual Pre-Schools in Singapore.
PUB DATE- Dec 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Bilingual Teachers; *English (Second Language); Foreign Countries; *Inservice Teacher Education; Kindergarten; *Kindergarten Children; Listening Comprehension; Malay; Mandarin Chinese; Primary Education; *Second Language Instruction; *Second Language Programs; Tamil
IDENTIFIERS- *Singapore

This study examined the effect of an English intervention program on Singaporan pupils' proficiency in listening and spoken language skills in English and their native language. In 1966, the Singapore Ministry of Education instituted a bilingual school program to ensure that children developed a command of English and one native language. In 1983, the Institute of Education began a longitudinal study consisting of three phases. In the first phase, kindergarten children were tested for language, mathematics, general cognitive skills, and social behavior. In the second phase, teachers at nonprivate kindergartens received special training in language teaching. Teachers in one group were trained by institute staff; those in another group by supervisors at their local schools. Parent involvement in education is currently being studied in the third phase. The effectiveness of the teacher training intervention was assessed by means of a test of the language skills of children taught by the two groups of trained teachers studied in the second phase. Results indicated that these students made gains in language skills. Both groups of students made significant gains over a control group of children whose teachers had not received training. Gains made in knowledge of English words were exceptionally encouraging. However, the native language skills of children in the group whose teachers were trained by institute staff were adversely affected by the intervention. A reference list of 15 items is provided. (BC)

ED 341 497 PS 020 292

Podmore, Valerie N.; Craig, Barbara H.
Infants and Toddlers in New Zealand Childcare Centres.
PUB DATE- Sep 91
NOTE- 25p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Child Caregivers; *Childhood Needs; Cognitive Development; Community Centers; *Day Care Centers; Emotional Development; Employer Supported Day Care; Foreign Countries; *Infants; Parents; Physical Development; Preschool Education; Private Schools; *School Organization; Social Development; Supervisors; *Toddlers
IDENTIFIERS- Caregiver Child Ratio; *Caregiver Child Relationship; *New Zealand

Three studies examined aspects of child care in New Zealand. In the first study, supervisors of 38 child care centers were interviewed about the organization of their centers. Based on the responses, categories were developed to describe the type

ED 341 515   PS 020 314

Kusserow, Richard P.
Readiness To Expand Head Start Enrollment.
PUB DATE- Aug 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Enrollment Projections; Federal Aid; Federal Government; *Federal Programs; National Surveys; Preschool Children; *Preschool Education; Program Evaluation; *Public Policy; Staff Utilization
IDENTIFIERS- *Program Expansion; *Project Head Start

An examination of the Head Start program by the Office of the Inspector General of the Department of Health and Human Resources was conducted to assess the capacity of the Head Start system to manage the enrollment expansion process successfully. The national Head Start program is in its 26th year and is administered by the Administration for Children and Families (ACF). About 1,300 grantees operate local Head Start programs and serve primarily low-income children of 3 to 5 years. Two rounds of Head Start enrollment expansion in fiscal year 1990 totalled $266 million, and another $159 million, or a 10 percent increase, is scheduled for fiscal year 1991. Total enrollment is projected to increase from 450,970 children to nearly 600,000 children. Structured interviews with a stratified random sample of 75 grantees and 58 program staff members produced the findings that grantees have met enrollment expansion goals for the first round and expect to meet the goals for the next round, and that acquiring space is the grantees' primary problem. Grantees and federal staff have differing views about the impact of expansion on quality, with most grantees generally feeling positive about the impact. Regional staff feel they lack sufficient time and staff to monitor and assist grantees. Recommendations regarding ACF staff resource needs, lead time for grantee expansion, data collection, and ACF staff communication are offered. Comments of the Assistant Secretary for Children and Families are appended. (LB)

ED 341 516   PS 020 315

Connors, Lori; And Others
Building Community Support.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Community Action; *Early Childhood Education; Fund Raising; Guidelines; Parent Participation; *Public Support; School Community Relationship; *Young Children
IDENTIFIERS- Massachusetts

This handbook is intended to help local programs build a broad base of support for young children and their families. The strategies described are designed to help early childhood practitioners develop relationships with the community that will establish long-term commitments to early childhood programs and build a foundation for additional support. The handbook is composed of five sections. After the introduction, research supporting programs for young children is summarized

ED 341 533 RC 018 547

Education of Exceptional Children. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990). 15, 1990).

PUB DATE- 15 Oct 90

NOTE- 17p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; American Indians; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Exceptional Persons; *Gifted; Hearings; Higher Education; Minority Group Teachers; Primary Sources; *Special Education; Special Education Teachers; Talent; Test Bias

IDENTIFIERS- Native Americans

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues relevant to special education for Native American children. Issues and problems were in the areas of: (1) gifted and talented education, including lack of services due to financial problems or racial bias among educators, exclusion of gifted children from services due to culturally biased standardized tests, and parent participation; (2) education of handicapped and learning disabled students, including misdiagnosis of language problems as learning deficits and misdiagnosis and inappropriate placement of students who are performing poorly due to family problems or cultural barriers; (3) the shortage of Native special education teachers and the inaccessibility of teacher education programs to most reservation American Indians; and (4) difficulties with Bureau of Indian Affairs guidelines on exceptionality and standardized tests, and inadequate funding for textbooks. Also discussed were successful programs and strategies that motivate gifted students, provide a summer college experience for gifted students, provide handicapped students with peer helpers, expand accessibility of higher education for students with disabilities, and use local elders to help with exceptional children in the classroom. Recommendations are made for school improvement strategies. (SV)

ED 341 534 RC 018 548

Postsecondary Education. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).

PUB DATE- 16 Oct 90

NOTE- 15p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; American Indians; College Choice; *College Preparation; *College Students; *Community Colleges; Financial Problems; Hearings; Higher Education; Primary Sources; *Student Adjustment; Student Attrition; *Student Financial Aid

ED 341 552 SE 052 471

Fischer, Florence E.
Diagnostic-Prescriptive Teaching of Mathematics: A Historical Overview.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; College Mathematics; *Diagnostic Teaching; Elementary Secondary Education; Higher Education; Learning Processes; Mathematics Education; *Mathematics Instruction; *Remedial Instruction; *Remedial Mathematics; *Remedial Programs; Student Needs; *Teacher Education; Teaching Methods
IDENTIFIERS- *Diagnostic Prescriptive Approach

Interest in educating individuals, rather than classes, began in the time of the Greeks, but has escalated in the last century. As more and more students stay in school longer and longer, teachers have had to adjust their teaching to meet the needs of an increasingly diverse student body. One method of attending to the needs of individuals is to use diagnostic-prescriptive teaching. A historical perspective of this method, its uses in the classroom, and some ramifications for mathematics teacher education is provided in this document. After the introduction, definitions for key words that have been used throughout the years to describe individual differences are given. The body of the report is broken up into three parts. The first part describes the diagnostic aspect of the method, indicating the who, what, when, and how strategies for diagnosis. The second part describes the prescriptive aspect of the method, indicating when and how remediation should be done, and the particular needs of remedial pupils that lead to individualized instruction. The third section builds a case for including the diagnostic-prescriptive teaching method in the teacher training program by citing the large number of remedial courses now given at the college level and the relative lack of success these students experience in college mathematics. It is concluded that if every teacher would use a diagnostic-prescriptive approach to teaching, very little remediation at the college level would be needed. Until this happens, colleges will need to offer remedial programs. Approximately 130 references are attached. (MDH)

ED 341 553 SE 052 473

Pandey, Tej; Smith, Theodore R., Ed.
A Sampler of Mathematics Assessment.
PUB DATE- 91
NOTE- 65p.; Prepared in cooperation with the Mathematics Assessment Development Team and the Mathematics Assessment Advisory Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discovery Learning; Educational Change; Elementary Secondary Education; Evaluation Methods; *Mathematical Enrichment; Mathematics Education; Mathematics Instruction;

ED 341 572 SE 052 619

Smith, Kenneth L., Ed.
Communications. Technology Education-Mathematics and Science Interface Project.
PUB DATE- 88
NOTE- 139p.; For related documents, see SE 052 613-614, ED 234 019 and SE 052 616-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audio Equipment; *Communications; Creative Thinking; Industrial Arts; *Integrated Curriculum; Laboratory Experiments; Light; *Mathematics Education; Optics; Photographic Equipment; Problem Solving; Radar; Radio; Resource Materials; Science and Society; *Science Education; Secondary Education; Television; Transparencies; Visual Aids
IDENTIFIERS- Maryland; *Technology Education

The curriculum materials contained in this document were developed through a cooperative effort by educators in the state of Maryland. It was a curriculum project aimed at the meaningful integration of mathematics and science. It is suggested that these materials be used in two significant ways. First, this document can serve as an instructional materials resource collection. An extensive variety of technology topics are covered, with each topic including detailed information sheets identifying the mathematical and scientific principles that could be studied in a technology education activity. Secondly, this document can serve as a materials resource guide. This is accomplished by providing a format and process for the creation of similar classroom instruction materials. Topics include: (1) Bell's liquid telephone; (2) camera; (3) crystal radio; (4) dynamic microphone; (5) early radio; (6) early television; (7) Edison's phonograph; (8) fiber optics; (9) holography; (10) lighthouse; (11) periscope; (12) phonograph; (13) photo enlarger; (14) pinhole camera; (15) printing press; (16) problem solving; (17) radar; (18) radio systems; (19) satellite systems; (20) speaker construction; (21) sundial; (22) telegraph; (23) telephone operation; (24) telescope; and (25) television camera. Each of the 25 technology topic entries includes the title, descriptions of the transparencies, science concepts, mathematical concepts, and transparency masters graphically illustrating the topic. A list of additional documents available from the Division of Vocational-Technical Education, Maryland Department of Education is provided. (KR)

ED 341 573 SE 052 620

Smith, Kenneth L., Ed.
Transportation. Technology Education-Mathematics and Science Interface Project.
PUB DATE- 88
NOTE- 71p.; For related documents, see SE 052 613-614, ED 234 019 and SE 052 616-619.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Technology; Aviation Technology; Creative Thinking; Industrial Arts; *Integrated Curriculum; Laboratory Experiments; *Mathematics Education; Problem Solving; Resource

ED 341 593 SO 021 426

Butts, R. Freeman
The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century.
PUB DATE- 88
NOTE- 246p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Civics; Constitutional History; Constitutional Law; *Democratic Values; Educational Objectives; Elementary Secondary Education; *Law Related Education; *Moral Values; *Social Studies; Student Educational Objectives; Teaching Methods; *United States History

In recent years a number of political and educational leaders and groups have urged the nation's public schools to place a greater emphasis on teaching civic values and on educating students to become citizens. This book puts forth the civic values and ideas that schools should be teaching. The volume is not a handbook or curriculum guide, but is designed to broaden the perspective of curriculum specialists, textbook authors, teachers, and educational policymakers. In the first three chapters of this four-chapter book, the study of and learning about history, the study and learning about constitutional principles, and the study and learning about conceptions of citizenship are examined. The final chapter offers a set of 12 ideas and civic values that should suffuse teaching and learning in the schools. These 12 values are justice, equality, authority, participation, truth, patriotism, freedom, diversity, privacy, due process, property, and human rights. (DB)

ED 341 594 SO 021 538

Reuter, Konrad
Sixteen States, One Country: The Political Structure of the Federal Republic of Germany.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Foreign Countries; *Government (Administrative Body); *Governmental Structure; Government Role; *Political Divisions (Geographic); Political Science; Power Structure
IDENTIFIERS- *Germany

The relationship between the federal German state ("Bund" or Federation) to the 16 constituent states known as Laender is explored in this document. The first part explains the federal structure; it contains the following sections: (1) Unity in Diversity; (2) Distribution of Responsibility; (3) Legislative Powers; (4) Administration-Mainly the Responsibility of the States; (5) Administration of Justice--Federal and State Jurisdiction; (6) The Financial System; (7) The Bundesrat--The Federal Legislative Body; (8) External Representation; and (9) Summary and Outlook. The document's second part provides a description of each of the 16 constituent states--Baden-

ED 341 616 SO 021 802

Stokrocki, Mary
Teaching Art to Hispanic Children from a Hispanic Perspective: A Prevalence of Patterning and Pressure.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Communication Skills; *Cultural Activities; Elementary Education; *Ethnography; Hispanic Americans; Puerto Ricans; Sculpture; Spanish Speaking; Teacher Expectations of Students; *Teacher Student Relationship; *Teaching Methods

This participant observation study describes how one beginning, bi-lingual, Puerto Rican, elementary art teacher instructs a class of Puerto Rican, inner-city children. The study concentrates on the types and frequency of teaching behaviors that occur for a beginning teacher; cultural perspectives that affect instruction, content selection, and teacher/student interaction; and the change in or consistency of behaviors over time. Content and comparative analyses and time sampling are used to determine types of instruction and their frequencies. Adaptive and survival instructional activities and strategies as well as metaphors of instructional bias are revealed in the statements and actions of the teacher. (Author/JH)

ED 341 617 SO 021 804

Kula, Judith A.; And Others
Integrating Art with Other Subject Areas of the Curriculum: A Resource Guide.
PUB DATE- Dec 89
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Creative Activities; *Cultural Activities; Curriculum Development; Elementary Secondary Education; *Integrated Activities; *Integrated Curriculum; State Curriculum Guides; *Teaching Methods; *Visual Arts
IDENTIFIERS- Arizona

This document provides examples of various teaching methods to help Arizona educators develop visual art lessons that can be integrated with other activities. The guide is divided into four sections, each with its own index tab. Section 1 features ideas for relating art to other subjects. Resource examples for ideas are provided and the importance of the idea as a beginning from which to develop specific learnings relating to the Arizona Visual Arts Essential Skills (AVAE) is emphasized. The section also includes compilations of art ideas relating to other subject areas grouped according to grade levels (K-3, 4-6, and 7-8). Section 2, labelled "Correlations," contains examples of art ideas and relates them to the AVAE. It also includes examples that could be varied to accommodate more or fewer essential skills, depending on student needs and lesson goals. Section 3 presents examples of lesson plans, formats,

ED 341 638   SO 022 014

Stokrocki, Mary
Creative Tension: Problems in Teaching Art Education to Classroom Teachers.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Art Expression; *Creativity; *Curriculum Development; Data Collection; Data Interpretation; Elementary Secondary Education; Student Behavior; *Student Characteristics; *Teacher Education; *Teaching Methods; Visual Arts

Classroom teachers have stereotypes and myths about art education that seem to arise for various reasons including a range of backgrounds, interests, and lack of art experiences; diversity and contradiction of preferences; expectations for an easy course and high grades; and preconceptions about art and art teaching. This latter category includes confusion between creative versus conceptual learning, hard work versus completing the task assigned, art learning as rule-drive versus rule-divergent, and compulsive versus disciplined behavior. A participant observation study was set up to address these problems, suggest solutions, and explore a major metaphor of art education as creative tension. (KM)

ED 341 639   SO 022 194

Quigley, Charles N., Ed.; And Others
With Liberty and Justice for All: The Story of the Bill of Rights. Student Text.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 91
NOTE- 203p.; For the teacher's guide, see SO 022 195.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Civil Liberties; *Constitutional History; *Constitutional Law; Critical Thinking; *Law Related Education; Learning Activities; Persuasive Discourse; Political Issues; Political Science; Problem Solving; Secondary Education; Skill Development; Social Studies; Student Educational Objectives; *United States History; Units of Study
IDENTIFIERS- *Bill of Rights; Founding Fathers of the United States; United States Constitution

This curriculum is designed to introduce secondary students to the ideas behind the Bill of Rights to the U.S. Constitution and the experiences of the Founders that led to the creation of this document. Its intent is to provide young people with a knowledge of how the Bill of Rights came into existence, why it took the form it did, and how it has been interpreted and applied over the past 200 years. By gaining a better understanding of their rights, it is hoped that students will become better prepared for their responsibilities as citizens. The curriculum helps students learn to apply their knowledge to contemporary issues as well as to a variety of political

ED 341 658 SP 033 543

Jivelekas, Pete; And Others
Intern/Student Teachers at the University of Tennessee College of Education as Perceived by Their Cooperating Teachers: A Pilot Study.
PUB DATE- Nov 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Comparative Analysis; *Cooperating Teachers; Elementary Secondary Education; Evaluation Utilization; *Extended Teacher Education Programs; Higher Education; Pilot Projects; Preservice Teacher Education; Rating Scales; *Student Teachers; Student Teacher Supervisors; *Teacher Attitudes; *Teacher Interns
IDENTIFIERS- Nation at Risk (A); Nation Prepared (A); University of Tennessee Knoxville

In 1987, in an effort to reform their preservice teacher education program, the University of Tennessee initiated a 5-year extended teacher training program. In contrast to traditional 4-year programs, future teachers begin their fifth year of professional study as interns after earning a baccalaureate degree in a subject area. This study was conducted to compare the teaching performance of the interns and the traditionally prepared student teachers. Participants in the study were cooperating teachers and 43 elementary and secondary teachers. The study utilized a survey instrument designed to examine cooperating teachers' perceptions of the teaching performance and effectiveness of their assigned student teachers in the traditional 4-year program and interns in the 5-year program. The questionnaire consisted of 24 items of an attitudinal nature and a two-part question concerning overall impressions of the cooperating teacher with respect to preparation of interns and student teachers. Findings suggest that there was no significant difference in ratings given to student teachers and interns. Three appendixes include a copy of the Intern/Student Teacher Questionnaire, a Question Responses Frequency Count, and Demographic Response Tabulations. (LL)

ED 341 659 SP 033 544

Gee, Jerry Brooksher
New Perspectives on Teaching in the Affective Domain.
PUB DATE- 14 Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Affective Objectives; Cognitive Objectives; Demonstration Programs; Elementary Education; *Emotional Response; Higher Education; Music Education; Music Teachers; Preservice Teacher Education; Student Attitudes; *Student Reaction; Student Teacher

ED 341 678 SP 033 569

Engel, Joanne B.; Myton, David V.

Footprints in the Mud: Progress of Education Reform in Oregon 1983-1990.

PUB DATE- Mar 91

NOTE- 33p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Finance; Educational History; *Educational Policy; Elementary Secondary Education; Excellence in Education; Higher Education; Program Development; Program Improvement; *Retrenchment; *State Aid; State Legislation; Teacher Certification; *Teacher Education Programs

IDENTIFIERS- Carnegie Foundation; Holmes Group Report; Oregon State System of Higher Education; *Reform Efforts; *Workforce 2000

This report reviews the major forces that have shaped the direction of teacher education reform in Oregon since 1983, focusing on Ballot Measure 5 which threatens state level funds for teacher education programs and on the impact of Workforce 2000 goals. Following an introduction, the document is organized into three sections: "Professional Schools of Education"; "Ensuring Fully Prepared and Appropriately Assigned Personnel"; and "Continued Professional Development." In each section, background information, the impact of Ballot Measure 5, and the relationship of the topic to Workforce 2000 are discussed. Nine tables are appended: (1) Criticisms of Teacher Preparation and Certification in 1984; (2) Reforms Recommended by the Educational Coordination Commission; (3) Recommendations from the 1986 Joint Interim Education Committee; (4) Report of Carnegie Forum on Teachers for the 21st Century; (5) Report of Holmes Group on Tomorrow's Teacher; (6) Postulates for the Redesign of Teacher Education; (7) Study of the Impact of Teacher Education; (8) Teacher Education Programs in the Oregon State System of Higher Education (OSSHE): What Would be Available if Recommendations are Approved; and (9) New Programs under Review or Being Developed by Oregon Institutions. (LL)

ED 341 679 SP 033 570

Breault, Rick A.

Educational Reform since 1945 and Its Implications for Teacher Education.

PUB DATE- 91

NOTE- 21p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adjustment (to Environment); *Educational Change; Educational History; *Educational Philosophy; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Teacher Education; Personality Traits; *Preservice Teacher Education; *Role Perception; *Teacher Attitudes

IDENTIFIERS- Failure Analysis; *Reform Efforts

This paper emphasizes preservice and inservice teacher education as key to the success of any future educational reform movements. The discussion opens with an overview of three major criticism and reform movements (Post-Progressive--First Conservative Restoration, Humanistic, and Second Conservative

ED 341 698 TM 017 837

Kelderman, Henk
Computing Maximum Likelihood Estimates of Loglinear Models from Marginal Sums with Special Attention to Loglinear Item Response Theory. Project Psychometric Aspects of Item Banking No. 53. Research Report 91-1.
PUB DATE- Oct 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; Computer Simulation; *Educational Assessment; Equations (Mathematics); *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; *Maximum Likelihood Statistics; Predictive Measurement; Psychological Testing
IDENTIFIERS- Contingency Tables; Iterative Methods; LOGIMO Computer Program; *Log Linear Models

In this paper, algorithms are described for obtaining the maximum likelihood estimates of the parameters in log-linear models. Modified versions of the iterative proportional fitting and Newton-Raphson algorithms are described that work on the minimal sufficient statistics rather than on the usual counts in the full contingency table. This is desirable if the contingency table becomes too large to store. Special attention is given to log-linear Item Response Theory (IRT) models that are used for the analysis of educational and psychological test data. To calculate the necessary expected sufficient statistics and other marginal sums of the table, a method is described that avoids summing large numbers of elementary cell frequencies by writing them out in terms of multiplicative model parameters and applying the distributive law of multiplication over summation. These algorithms are used in the computer program LOGIMO, and are illustrated with simulated data for 10,000 cases. Two tables, 3 graphs, and a 34-item list of references are included. (Author/SLD)

ED 341 699 TM 017 843

Matarazzo, Joseph D.
Psychological Testing and Assessment in the Twenty-first Century.
PUB DATE- Aug 91
NOTE- 32p.; A short version of this paper was presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Clinical Diagnosis; Cognitive Psychology; *Cognitive Tests; Computer Assisted Testing; Diagnostic Tests; *Educational Assessment; *Futures (of Society); Intelligence Tests; Neurology; *Neuropsychology; Personality Assessment; Prediction; *Psychological Testing; *Test Use

As spinoffs of the current revolution in the cognitive and neurosciences, clinical neuropsychologists in the 21st century will be employing biological tests of intelligence and cognition which record individual differences in brain functions at the neuromolecular, neurophysiologic, and neurochemical levels. Assessment of patients will focus more on

ED 341 717   TM 017 903

Longuevan, Craig; Shoemaker, Judith
Using Multiple Regression To Evaluate a Peer Tutoring Program for Undergraduates.
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 14-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade Point Average; Higher Education; *Multiple Regression Analysis; *Peer Teaching; *Predictive Measurement; *Program Evaluation; *Tutoring; *Undergraduate Students
IDENTIFIERS- College Board Achievement Tests; *Tutorial Assistance Program CA; University of California Irvine

The Tutorial Assistance Program (TAP) of the University of California (Irvine) is described and a new method of evaluation is illustrated through an analysis of the performance of students in six large introductory classes. This approach to evaluation starts with a multiple regression equation for predicting course grades of those not in tutoring and applying the same equation to the TAP students to predict what they would have earned had they not attended tutoring. The multiple regression equation was obtained using: (1) high school grade point average (GPA); (2) Scholastic Aptitude Test mathematics and verbal scores; and (3) scores from the College Board tests in mathematics and English. Comparisons were made for 4,194 non-TAP students and 748 TAP students. Results demonstrate the benefits of TAP, particularly for students considered to be underprepared at college entry. TAP students actually earned higher grades than would have been expected had they not attended TAP. One of the aspects that probably accounts for the efficacy of TAP is that tutors and students attend the same course with the same instructor. Implications of these findings for program improvement are discussed and educational applications of the methodology identified in this paper are suggested. Three tables in the text and five in an appendix present study findings. An eight-item list of references is included. (SLD)

ED 341 718   TM 017 906

Bowman, Harry L.; And Others
Formulation of Recommended Performance Standards on Validated ETS Subject-Matter Tests for Initial Teacher Licensure in Tennessee.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Cutting Scores; Elementary Education; Elementary School Teachers; English; Evaluators; Higher Education; *Licensing Examinations (Professions); Public School Teachers; Social Studies; Spanish; *State Standards; *Teacher Certification; Teacher Education; Teacher Qualifications; Test Validity

ED 341 735 TM 017 931

Muthen, Bengt O.
Multilevel Factor Analysis of Class and Student Achievement Components.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Analysis of Variance; *Factor Analysis; Grade 8; International Studies; Junior High Schools; *Junior High School Students; Mathematical Models; *Mathematics Achievement; Mathematics Tests; Pretests Posttests; *Sample Size
IDENTIFIERS- Between Group Differences; Decomposition Analysis (Statistics); *Multilevel Analysis; *Second International Mathematics Study; Variance (Statistical); Within Group Differences

Issues related to between-class and within-class decomposition of achievement variance and the change of this decomposition over the course of the eighth-grade were examined using the Second International Mathematics Study (SIMS, 1985), a study in which there was a nested or hierarchical data structure of students within classes, within schools, in school districts. The usefulness of multilevel factor analysis (MFA) was explored with a subset of data containing 3,724 eighth graders in the United States from about 200 classes in about 100 schools. The core test for analysis consisted of 39 items in arithmetic, algebra, geometry, and measurement given as a pretest and posttest in fall 1982 and spring 1983. It was found that the strong elements of tracking in eighth-grade mathematics classes make for between-class variation that is about as large as the within-class student variation. Within-class variability increases much more substantially than between-class variation over the course of the eighth-grade. MFA is considered to give better results than analysis of variance or conventional factor analysis. However, MFA calls for data with a sizable number of groups, preferably at least 100. Extensions of the MFA model are briefly discussed. Seven tables of study data, 2 figures, and a list of 27 references are included. (SLD)

ED 341 736 TM 017 932

Webb, Noreen M.; And Others
Translation between Symbolic Representations: Relationship between Instruction and Performance.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Black Students; High Schools; *High School Students; Hispanic Americans; *Interpretive Skills; Mathematical Applications; Mathematics Materials; *Performance; *Problem Solving; Secondary School Teachers; *Symbols (Mathematics); *Teaching Methods
IDENTIFIERS- *Symbolic Representation

mail messages can be realized by similar linguistic means as in spoken texts or even by quite different means. (LB)

ED 341 294 FL 800 438

Wilcox, Wilma B.
The Predictive Validity of the Wide Range Achievement Test and Achievement Scores of ESOL Adults.
PUB DATE- 91
NOTE- 76p.; Master's project, University of Kansas. Appended material may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Adult Education; Adult Students; Comparative Analysis; *English (Second Language); Language Proficiency; *Language Tests; *Limited English Speaking; Postsecondary Education; *Predictive Validity; *Student Placement
IDENTIFIERS- Basic English Skills Test; Real Life English Placement Survey; *Wide Range Achievement Test

The need in adult education English-for-Speakers-of-Other-Languages (ESOL) classes for a simple, effective placement measure that is inexpensive in terms of both cost and time is noted, and results of a study of the predictive validity of the Wide Range Achievement Test (WRAT) on the achievement scores of adult ESOL students are reported. The WRAT is regularly used in the Johnson County Community College district in Kansas, where this study was conducted among 169 students representing a variety of ages, nationalities, and previous levels of education. Four subtests of the WRAT, Level I and II Reading and Level I and II Spelling, were administered and measured for predictive ability against the achievement shown on the Basic English Skills Test (BEST) and the Real-Life English Placement Survey. Results indicated that the WRAT has more than face validity and can be considered an adequate predictor of placement levels for ESOL students. Because this test appears to evaluate only the speaking or barking (reading without understanding) aspect of word attack skills in reading, it is recommended that the testing be augmented with function-activity testing, behaviorally anchored to the instructional materials. Seven appendices contain sections of the WRAT test, the BEST test, the Real-Life English Placement Survey, and item analyses for WRAT-I Reading and BEST. Contains 24 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 341 295 FL 800 441

Alamprese, Judith A.
Evaluating Program Effectiveness.
PUB DATE- May 84
NOTE- 10p.; In "Adult Literacy: Focus on Limited-English-Proficient Learners," by Diane Longfield and others (1985). Paper prepared for the National Adult Literacy Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Evaluation Needs; Evaluation Problems; Information Needs; *Literacy Education; *Program Effectiveness; *Program Evaluation

The issue of evaluation in adult literacy is addressed in this addressing the needs, clientele, and mission of local community colleges; regulations; processing; and requirements surrounding the administration of federal financial aid. A second panel included Michael Luxton, Alvin Tagmori, Wallette Pellegrino, and Lois Greenwood-Audant, all of Maui Community College, with Rose Pfund of the University of Hawaii speaking on such issues as the continued need for and benefits of the Higher Education Act for low income individuals, cooperative education under Title VIII, the Visitor Industry Training and Education Center, and Sea Grant Programs. The final panel included Steven Miller of the Associated Students of the University of Hawaii; Jim Smith, citizen; Kelly VanBlarcom, Sheila Bruening, and Shelly Hao, students from Maui Community College; and Priscilla Mikell, a counselor. Their testimony addressed concerns of non-traditional students including their financial needs and the politics of education. Also included are additional prepared statements as well as relevant published material and correspondence. (JB)

ED 341 314 HE 025 206

Gardner, Philip D.; Nixon, Dave
Corporate Recruiters: How Job Responsibility and Gender Influence Employment Selection of New College Graduates.
PUB DATE- Nov 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Business; Employer Attitudes; Employment Interviews; Higher Education; Individual Characteristics; Job Training; *Personnel Selection; *Recruitment; Sex Differences; Training Methods

As part of an effort to understand the dynamics of the hiring process by recruiters on college campuses this study surveyed recruiters. In order to obtain a good sample of recruiters, 11 college placement offices across the nation agreed to distribute surveys to employer representatives visiting their campuses. A total of 2,550 surveys were distributed and 950 responded. Results indicated that the typical recruiter was white, college educated, male and between the ages of 20 and 35, a profile that corresponds to the profile observed 20 years ago. In addition the data suggested that only 12 percent recruited on a full-time basis while the rest recruit part-time or on a volunteer basis; women comprised a larger percentage of full-time recruiters (45 percent) and tended to hold human resource positions in the company; full-time recruiters received 10 days of training compared to 5 days for volunteers with more than 40 percent of training from informal methods such as training by mentors; full- and part-time recruiters used a broader range of candidate characteristics in their pre-screening and hiring decisions; volunteers and others focused attention on technical skills and work motivation; full-time recruiters were more likely to report using potentially discriminating characteristics such as appearance and fit to organizational image; all enjoyed recruiting. Included are 6 tables and 10 references. (JB)

ED 341 315 HE 025 207

McNeill, William H.
Hutchins' University: A Memoir of the University of Chicago 1929-

Aid; Universities
IDENTIFIERS- *Higher Education Act 1965; *Michigan

This document presents testimony and statements from one of a series of Congressional field hearings intended to critically review all the programs associated with the Higher Education Act of 1965. Issues addressed in the testimony and prepared statements include: how the United States can maximize the number of students, including non-traditional students and first generation students, in postsecondary education; how the United States can encourage more students to pursue graduate studies, including women and minorities in under-represented fields; means of improving the financial aid system in order to reach the entire spectrum of middle America; means of improving educational quality; and ways of allowing students to choose among the entire spectrum of postsecondary opportunities while minimizing loan defaults. The testimony and statements also include numerous observations concerning the status of higher education in the State of Michigan. Testimony delivered by several presidents, deans, and directors of financial aid from various Michigan universities and colleges is presented. Thirteen prepared statements, letters, and supplemental materials are included. (GLR)

ED 341 333 HE 025 229

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: New Brunswick, New Jersey. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (New Brunswick, New Jersey).
PUB DATE- 21 Jun 91
NOTE- 267p.; Serial No. 102-63. For related documents, see HE 025 226-228. Some pages contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; *Educational Assessment; Educational Finance; *Educational Legislation; Educational Opportunities; Educational Planning; *Educational Policy; Educational Quality; Enrollment; Equal Education; *Federal Legislation; Grants; Hearings; *Higher Education; Loan Default; Needs Assessment; Postsecondary Education; Program Evaluation; Student Financial Aid; Universities
IDENTIFIERS- *Higher Education Act 1965; *New Jersey

This document presents testimony and statements from one of a series of Congressional field hearings intended to critically review all the programs associated with the Higher Education Act of 1965. Issues addressed in the testimony and prepared statements include: how the United States can maximize the number of students, including non-traditional students and first generation students, in postsecondary education; how the United States can encourage more students to pursue graduate studies, including women and minorities in underrepresented fields; means of improving the financial aid system in order to reach the entire spectrum of middle America; means of improving educational quality; and ways of allowing students to choose among the entire spectrum of postsecondary opportunities while minimizing loan defaults. The testimony and statements include numerous observations concerning the status of higher education in the State of New Jersey. Testimony was delivered by presidents, deans, directors of financial aid and student representatives from various New Jersey universities and colleges, as well as by officers of several governmental and other agencies concerned with education. Eighteen prepared at two southern, nearly all-white institutions. The study employed observational learning models in relations to academic and social integrated behaviors of black college students. The study postulated that the persistence or withdrawal of black students was influenced by cognitive processes. The data showed that the first level of black students' processes occurred more in academic settings than in social systems of the college. Students applied negative feedback in classes to other campus situations. Students also formed opinions of white students from academic experiences which made it difficult for the black students to believe that blacks were not intruders in the environment. These negative experiences affected the perception of the college. The presence of black faculty models provided positive feedback mechanisms for the black students. Finally, the students concluded that the college environment was unsupportive to black students and was not a place of racial harmony. Surprisingly, many would not have attended another college if they had the resources. Included are 25 references. (JB)

ED 341 352 HE 025 249

Basic Facts on Study Abroad.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Credits; Disabilities; Employment; Foreign Countries; Graduate Study; *Higher Education; Internship Programs; Language Skills; Scholarships; *Secondary Education; *Study Abroad; Summer Programs; Transportation; Travel; Undergraduate Study

This pamphlet provides information on college, graduate and secondary level study abroad. The first section discusses planning including consulting the study-abroad adviser, investigating options available, arranging for academic credit, evaluating language skills, choosing a location, checking laws and quotas that amy affect direct enrollment, making plans for the first term back from study abroad, and special considerations for the disabled. The second section examines the educational choices in detail: programs by colleges in the United States, programs for international students at a foreign university, enrolling directly in a foreign university, programs sponsored by other organizations, international colleges, internships, summer study, graduate study, and secondary school programs. A section on special options addresses work abroad, voluntary service projects, internships and trainee programs, management study abroad, medical study abroad and teaching abroad. The following section discusses financing including scholarships. The next section looks at travel and living arrangements from passports, visas, vaccinations, medical insurance to housing. The sixth section lists programs administered by the Council on International Educational Exchange and by the Institute of International Education. Two final sections list resources: addresses for more information and books. A checklist of things to do to plan the experience is included. (JB)

ED 341 353 HE 025 250

Schuller, Tom, Ed.
The Future of Higher Education.

Government; Federal Legislation; *Information Networks; *National Programs; *Online Systems; Policy Formation; Postsecondary Education; *Scientific Research; Surveys; *Telecommunications; Trend Analysis; Use Studies
IDENTIFIERS- Computer Mediated Communication; *National Research and Education Network

This book provides an overview and status report on the progress made in developing the National Research and Education Network (NREN) as of early 1991. It reports on a number of investigations that provide a research and policy perspective on the NREN and computer-mediated communication (CMC), and brings together key source documents that have directed the development of the NREN. An introduction to basic concepts and developments in national networking is provided in the first of nine chapters. The second chapter, "Development of the National Research and Education Network," reviews documents and policy issues related to the creation of the NREN, including government documents, Congressional hearings, pending legislation, and articles focusing on the design, development, implementation, and use of the NREN. The third chapter, "NREN Benefits, Problems, and Policy Issues: Views from the Literature," reviews proposed benefits, possible problems, and policy implications identified from the literature. The fourth chapter, "Research on Computer-Mediated Communication and Its Significance for the NREN," discusses current research on CMC and electronic networks. Chapter 5, "Electronic Networks and Science," focuses on the impacts of electronic networks on the scientific enterprise and on the individual researcher. The sixth chapter, "Impact of Networks on Research: Results from an Empirical Study," describes a study of high-speed electronic networks on scientific communication. The seventh chapter, "Scientific Norms and the Use of Electronic Research Networks," discusses the relationships among scientific norms, researchers' network behavior and attitudes, and the development of the NREN. The eighth chapter, "User Perspectives on Electronic Networks," reports the views and comments of network users. The final chapter, "Issues, Recommendations, and Prospects," offers a review of the key social and behavioral issues likely to affect the NREN. An extensive bibliography and information on the authors precede the 18 appendices, which include key reports, proposed legislation, a glossary, and other source materials. (DB)

ED 341 372 IR 015 372

Abstracts of the Educational Research and Development Centers.
PUB DATE- Nov 91
NOTE- 56p.; For previous OERI directory containing this information, see ED 320 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; Adult Education; Adult Literacy; Cultural Differences; Educationally Disadvantaged; Educational Technology; Elementary Secondary Education; *Evaluation; Federal Programs; Postsecondary Education; *Research and Development Centers; School Restructuring; Urban Education

This report provides information on 25 national educational research and development centers. The description of each center contains the name and address of the grantee, the director(s), affiliated organizations, a detailed abstract of its mission and activities, and a list of key personnel. The services or cataloging librarian, this paper highlights changes which affect access to bibliographic records along with other changes of which librarians in all types of library and information centers should be aware. The areas discussed in this paper include the categories of changes, specific cataloging changes (e.g., those concerning the use of qualifying places in the British Isles, the headings for contemporary authors who publish under more than one name, the new general materials designators), and the future of the main entry concept. (5 end notes) (Author/MAB)

ED 341 389 IR 053 817

Wilson, Lizabeth
Teaching Librarians To Teach: A Course in Library Use Instruction.
PUB DATE- Sep 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; College Libraries; *Course Content; *Course Descriptions; Evaluation Methods; Higher Education; Instructional Design; Learning Theories; Library Education; *Library Instruction; Needs Assessment; Objectives; Optical Data Disks; Teaching Methods
IDENTIFIERS- Student Surveys; University of Illinois

This packet of materials is a compilation of materials from the "Library Use Instruction" class (LIS 450AC) in the Graduate School of Library and Information Science at the University of Illinois. This half-credit course, which is designed to prepare librarians to teach library skills to users, reviews the history of bibliographic instruction, as well as the knowledge and skills necessary to plan, implement, and evaluate user education in diverse settings. Throughout the course students explore learning theory, educational methods, instructional design, administrative structures, evaluation, and the research process in relation to bibliographic instruction. Included in this packet are the course syllabus, descriptions of the class scenarios, assignments, course bibliographies, and outlines for lectures on the following topics: (1) introduction to bibliographic instruction (BI); (2) conducting a needs assessment; (3) writing goals and objectives; (4) teaching CD-ROM; (5) learning theories and BI; (6) BI for persons with disabilities and for non-traditional learners; (7) BI in technological environments; (8) instructional design and its methods; (9) organizations and decision making (i.e., the organization of BI responsibilities, politics, funding, documentation, marketing); (10) evaluating performance; and (11) education for BI and professional involvement. A 37-item selected bibliography and a needs assessment questionnaire are included. (MAB)

ED 341 390 IR 053 880

Bly, Onadell J.
Cataloging Backlogs: Their Content and Control. A Survey of Collection Developers and Catalogers in OhioLINK Libraries.
PUB DATE- May 91
NOTE- 56p.; Master's Research Paper, Kent State University.
LANGUAGE- English

materials and requests. Also described is the current use of the fax to form combinations of academic, public, school, and special libraries to share information resources. A number of factors to be considered before implementing a fax service are listed, including questions that relate to both general and interlibrary loan usage policies. The digest concludes with descriptions of various features of facsimile machines that libraries might consider before selecting equipment for purchase. (13 references) (MAB)

ED 341 408 JC 920 016

Kuttler, Carl M., Jr.; And Others
Leadership Seminar 1989: Workforce 2000. Proceedings of the American Association of Community and Junior Colleges' and St. Petersburg Junior College's Annual Leadership Seminar (2nd, Grand Rapids, Michigan, October 26-27, 1989).
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Basic Skills; *Career Education; Career Guidance; Community Colleges; *Education Work Relationship; Functional Literacy; *Job Skills; Long Range Planning; *School Business Relationship; Skill Development; Skilled Workers; Two Year Colleges

In October 1989, St. Petersburg Junior College and the American Association of Community and Junior Colleges sponsored a seminar on strategies that community and junior colleges can use in working with business and industry to meet America's future work force needs. The proceedings of the seminar contains the text of presentations by nine speakers, offering the perspectives of business, education, and government. The proceedings begin with Carl M. Kuttler's introductory comments about the event, followed by Dale Parnell's remarks concerning the challenges and opportunities facing colleges and universities in the future, and Gerald R. Ford's observations about the changing international climate and its affect on the role of community colleges. Next, Lawrence H. Williford discusses the current socioeconomic trends shaping education, the economy, and the work force in the year 2000. Bernard R. Gifford's talk focuses on the transition from the industrial age to the information age, reviewing the characteristics of each and their implications for education. Next, Dagnija D. Lacis challenges community colleges to prepare a work force that has basic reading, writing, and math skills; that is comfortable with common computer applications; and that is culturally literate. Chester E. Finn, Jr., reviews disheartening findings from the National Assessment of Educational Progress, compares the expectations of American and Japanese education, and highlights educational reform efforts worldwide. Next, Forrest P. Chisman discusses ways that businesses and community colleges can help solve the work force literacy problem. Richard F. Schubert discusses a report on "Investing in People--The Strategy to Address America's Work Force Crisis." Brief descriptions of community college work force development programs are presented throughout the proceedings. (DJD)

ED 341 409 JC 920 021

Rice, Robert; Coll, Kenneth
The Freshman Seminar at the Community College: A Tool for

College Students
IDENTIFIERS- *Rancho Santiago College CA

In spring 1991, in-class surveys were completed by 1,495 students enrolled in a random sample of courses at the Santa Ana and Orange campuses of Rancho Santiago College (RSC) to determine their attitudes about RSC and its programs and services. Study results included the following: (1) most respondents were "satisfied" or "very satisfied" with the library (86%), admissions and registration (83%), the tutoring center and the recreational/athletic program (82%), and computer services (80%); (2) less than half of the respondents were "satisfied" with the financial aid office (23%), food services (23%), personal counseling (30%), and the health center (31%); (3) on the average, students were least satisfied with parking; (4) Asians and African Americans were more frequently dissatisfied with services than Hispanics and Whites; (5) the most infrequently utilized services were child care (21%) and veteran services (22%); (6) 95% of the respondents said they would recommend RSC to a friend; (7) 24% of the students reported a household income of below $15,000 annually, and of those, 60% were not receiving any financial aid; (8) 74% of the respondents were employed, and 51% were working full-time; (9) 15% of the respondents were unemployed and looking for work; (10) 43% of the respondents lived between one and five miles of campus, and 53% lived with their parents; and (11) the most frequently cited reasons for attending RSC were to take courses needed for transfer (61%), and to obtain an associate degree (28%). Appendixes provide frequency distributions of all survey responses, as well as written responses to open-ended questions. Detailed data tables are included. (PAA)

ED 341 425 JC 920 081

Fredericksen, Marlene
Pathways of Student Persistence at RSC (Includes Persistence of Matriculants).
PUB DATE- Sep 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; Counseling Services; Dropout Research; Dropouts; *Enrollment; Enrollment Rate; *Enrollment Trends; Ethnic Groups; Longitudinal Studies; *Student Attrition; *Student Characteristics; Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Rancho Santiago College CA

In 1991, a study was conducted of semester-to-semester persistence patterns at Rancho Santiago College (RSC). The study involved tracking the attendance patterns of all RSC students entering as new students in fall 1983 and each subsequent fall until 1990; and comparing the persistence rates of matriculated and non-matriculated students in the fall 1988 cohort. Major study findings included the following: (1) of the students who initially enrolled in any fall semester, 37% to 50% returned the following spring, and 23% to 33% remained active one year later; (2) students who reported that their goal was to transfer with an associate of arts degree had a persistence rate of 61% to 66% one semester later, while students who enrolled for personal interest had a 27% to 39% persistence rate one semester later; (3) Asian students had the

Finance; Enrollment; Enrollment Trends; Financial Needs; *Financial Problems; Governance; Governing Boards; Minority Groups; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In 1992, the Board of Governors of the California Community Colleges held a special study session on how the system should respond if resources were not sufficient to fund the colleges' role within the Master Plan for Higher Education. This report summarizes testimony provided during the session, which focused on the following themes: college mission; access; enrollment priorities; governance; and finance. The first presentations are by representatives of the California Community College Trustees Association, the Chief Executive Offices of the California Community Colleges, the Academic Senate, and the California Student Association of Community Colleges. Next, the report offers 22 presentations by various districts, associations, and coalitions, and individuals. As the whole, the presenters felt that it was essential that the community colleges' role be maintained as set forth in the master plan. While several speakers emphasized one or another of the colleges' major functions (e.g., transfer and career education, basic skills, and English as a second language) as having priority, most testimony gave equal weight to each. The open access philosophy of the master plan was considered most at risk from the continued underfunding of the community colleges. Most speakers addressed the issue of who is to enroll in classes when resources are scarce. While there was substantial agreement on the need to set such priorities locally, there was less agreement on the desired specifics of such priorities. Most speakers reiterated the need to make decisions about curriculum and enrollment priorities at the local level. In general, speakers argued against any increase in the flat enrollment fee. With respect to the Board of Governors' Basic Agenda, speakers' comments focused on ensuring educational quality, implementing state legislative reform mandates, improving the system's image, accommodating enrollment demand, fostering diversity, and providing assistance in economic development. (JMC)

ED 341 443 JC 920 106

Trends in Transfer from California Community Colleges, 1991 Update.
PUB DATE- Dec 91
NOTE- 62p.; Report prepared for a Meeting of the Board of Governors of the California Community Colleges (Santa Clara, CA, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Articulation (Education); *College Transfer Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Higher Education; *Institutional Characteristics; State Surveys; *State Universities; Student Characteristics; Tables (Data); Transfer Policy; *Transfer Programs; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Transfer rates from California's community colleges to the University of California (UC) and the California State University (CSU) are reviewed, along with information on the upper-division performance of transfer students, the results of a pilot test of transfer centers at 20 community colleges, possible future trends in transfer, and problems with measuring interpersonal understanding in terms of two types of experiences: negotiation, where the developmental goal is identity separate from others; and shared experience, where the goal is connection, or mutuality with others. Negotiation strategies describe interaction when an interpersonal dynamic is in disequilibrium, e.g., when a tension is present between interactors that requires some action to resolve it. The tension, characterized by Levels 0-3, may be mild, as when one actor makes an assertion of opinion, or strong, as when one actor attacks the other physically or verbally. Shared experiences describe interaction when an interpersonal dynamic is in equilibrium, e.g., in an absence of tension. The equilibrium may be weak, as when one actor briefly acknowledges the other, or strong, as when two laugh together at a shared secret. Assessment is of that which is expressed, rather than of the teacher's elective understanding. The study that forms the basis for this manual examined three kindergarten teachers as they interacted with their children. The coding manual provides operational definitions of 88 categories of negotiation strategies and shared experiences. (SH)

ED 341 460 PS 020 123

DeVries, Rheta; And Others
A Manual for Coding Young Children's Enacted Interpersonal Understanding.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Primary Education; Self Concept; Sharing Behavior; Social Behavior; *Social Cognition; Young Children

This manual was developed for use in studying the sociomoral competence of children in three kindergarten classes. The work described follows that of Robert Selman, whose goal was to build a structural-developmental model of children's reflective reasoning in several domains of interpersonal understanding. Each of these domains involves the underlying dimension of social perspective coordination, which is defined as, "the capacity to differentiate and integrate the Self's and Other's points of view." Selman's research on reflective interviews focuses on competence, while his research on enacted interpersonal understanding focuses on performance. This manual extends his work on the performance aspect. Selman conceptualizes strategies of expressed interpersonal understanding into four progressively decentered levels, then expands the conceptualization to include shared experiences. The goal of interpersonal negotiation is seen as separation from others, while shared experiences are viewed as leading toward intimacy and connection with others. With these two aspects as contrasting poles, one can conceptualize all social behaviors as existing on a continuum at each developmental level. In this manual, both shared experiences and negotiation strategies are used to assess young children's behavior. Codes define each behavior at levels 0, 1, or 2, with 53 categories of negotiation strategies, and 22 shared experience categories. (SH)

ED 341 461 PS 020 153

This study compared Swedish and British child care policy, educational philosophy, and function and organization of preschools. The activities, language, and group patterns of 559 children in 73 full-time and 42 part-time preschools in Sweden were observed. Questionnaires assessed staff-child ratio, group size, staff working conditions, and demographics in preschools. in the British study, 120 children were observed in 3 types of preschools. Results indicated that adult-led and cognitive activities were more common in Swedish than in British preschools, and that gross motor play was more common in British than in Swedish preschools. Despite differences in staff-child ratio and group sizes, the frequency of dialogue between children and adults was similar in Swedish and British preschools. It is observed that unlike British preschools, Swedish preschools are an important part of the total family welfare system. At present, the function of British preschools is educational, in contrast to Swedish preschools where both child care and education are the goals. However, both countries' educational philosophies emphasizes play and self-initiated activity. It is concluded that national child care policy directly affects educational practices in preschools and indirectly affects children's learning and development. A list of 12 references is included. (BC)

ED 341 479 PS 020 253

Robinson, Susan Smith; Dixon, Rhonda G.
The Language Concepts That Low- and Middle-Class Four-Year-Olds Bring to Preschool.
SPONS. AGENCY- Drake Univ., Des Moines, Iowa.
PUB DATE- Dec 91
NOTE- 15p.; Paper presented at the National Reading Conference (Palm Springs, CA, December, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Risk Students; Invented Spelling; *Language Skills; Letters (Alphabet); *Literacy; *Lower Class; *Middle Class; Parent Child Relationship; Phonemes; *Preschool Children; Preschool Education; School Readiness; *Social Differences; Syllables
IDENTIFIERS- *Print Awareness; Print Media

This study compared the concepts of oral and written language of 4-year-old, preschool children from low- and middle-class homes. Subjects were 64 children from 3 preschools serving families at poverty level, and 3 preschools serving middle-income families. Children's understanding of the function of print was measured by three tasks: recognizing environmental print, identifying literacy artifacts, and describing the functions of literacy objects. Children's understanding of the form and structure of print was measured by six tasks: (1) identifying alternative forms of written language; (2) identifying letter names; (3) identifying letter sounds; (4) blending syllables into words; (5) blending phonemes into words; and (6) constructing invented spellings. Parents completed a questionnaire that measured the frequency and quality of literacy experiences in which parents engaged with their children. Results indicated that children from middle-class families outperformed children from low-income homes on eight of the nine tasks. Differences were found between middle-class and low-income parents' reports of frequency and quality of literacy experiences with their children. A list of 18 references is provided. (BC) of center, the persons responsible for management decisions, organization of care by age grouping, and the number of children under 2 years of age attending the center. Six of the centers responding were selected for further examination in the second study. In this study, the interactions of caregivers with 36 infants and toddlers were observed. Behaviors observed most frequently included infant's solitary activity, caregiver's talking to infants, infant's peer interactions, and caregiver's touching. Behaviors observed least frequently included caregiver's expression of negative affect and infant's violation of adult standards. Child-staff ratio was noted, and behaviors were correlated to type of center. The third study was designed to gather information on the needs of children in care. Interviews conducted with parents and supervisors at the six selected centers revealed infants' emotional, social, cognitive, and health needs. Several parental, staff, and community needs were also identified. Implications of the study for staff management and training, curriculum, government support, and further research are discussed. Eight references are cited. (BC)

ED 341 498 PS 020 293

Mahony, Diana L.; Mann, Virginia A.
Using Children's Humor to Clarify the Relationship between Linguistic Awareness and Early Reading Ability.
PUB DATE- Apr 91
NOTE- 49p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Reading; Elementary School Students; Grade 2; *Humor; Intelligence Quotient; Language Acquisition; *Metalinguistics; *Morphemes; *Phonemes; Primary Education; *Reading Ability
IDENTIFIERS- *Orthography; Riddles

This study uses linguistic humor to show that awareness of only those linguistic units transcribed by the orthography bear a special relation to early reading success. The study is decribed following a review of the literature and a discussion of advantages and problems associated with the use of humor appreciation as a probe of children's linguistic abilities. Subjects were 48 second-grade children from a predominantly white, middle class public school in Costa Mesa, California, divided almost evenly between boys (n=25) and girls (n=23). Their mean age was 8;3, with the boys being slightly older than girls. Classroom reading levels varied from highest (n=21) to middle (n=17) to lower (n=9). The children were tested on 10 phoneme/morpheme riddles which manipulate phonemes and bound morphemes, and 10 control riddles which depend on awareness of other aspects of linguistic structure and common sense. Three types of ability were measured: reading, IQ, and humor resolution. Reading ability was significantly related to correct resolution of the phoneme/morpheme riddles but not to correct resolution of the control riddles. Results indicate that while IQ is related to the resolution of riddles in general, reading ability has a special relation to riddles which manipulate phonemes and morphemes, consistent with the morphophonological nature of English orthography. Appended are 48 references and related materials. (Author/GLR) in the first part of the handbook. That section is followed by one on ways to build local support, including methods for cultivating support from school personnel, early childhood advisory councils, and key people in the community, such as senior citizens, church leaders, the police and fire chief, business and political leaders, and members of the medical professions. Suggested techniques include using focus groups for information sharing and developing a community-wide action plan. The fourth section discusses community advocacy strategies, such as establishing a Volunteers in Public Schools program, linking with real estate agencies, and developing a Promise the Children Action Card. Ideas for increasing parents' activity and conducting fund raising are provided. Lists of national resource organizations, publications, and early childhood organizations in Massachusetts are appended. Contains 14 references. (LB)

ED 341 517 PS 020 316

Family Involvement in Education. Documentation of a Mini-Summit (Marlboro, Massachusetts, January 11, 1991).
PUB DATE- 28 Feb 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Involvement; Elementary Secondary Education; *Family Involvement; Outreach Programs; *Parent Participation; *School Community Relationship; State Action
IDENTIFIERS- Massachusetts

This document reports on a mini-summit meeting on family involvement in education that was held at the Education Center of the Massachusetts Elementary School Principals' Association. The one-day working conference brought together 95 leaders from K-12 schools, higher education and research institutions, parent involvement advocacy groups, and the state department of education. Participants were knowledgeable about barriers to family involvement in education as well as cutting edge strategies for comprehensive family involvement. Comprehensive strategies are those that seek to integrate family involvement initiatives into the ongoing life of the school, promoting a consolidation rather than a proliferation of activities. They merge traditional and nontraditional opportunities for parental involvement, and they call for new ways of thinking about organizing school and community resources. This report documents the meeting's brainstorming session, including possible solutions and a vision of comprehensive supports for family involvement that emerged from the session. Also reported are discussions of future steps for constituency groups and the remarks of the Massachusetts commissioner of education and the president of the Institute for Responsive Education. Appended are the agenda, a list of participants, and an initial list of problem statements. (LB)

ED 341 518 PS 020 323

Grober, Jacqueline S.
Preschoolers' Social Problem Solving in Sexually Abusive and Non-Sexual Situations.
PUB DATE- Aug 91
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English

IDENTIFIERS- Office of Indian Education Programs; *Tribally Controlled Schools

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues in Native American postsecondary education. Issues and problems are: (1) recruiting Native students and helping them choose a college; (2) difficulties Native students face at college, such as racism, lack of support, unfamiliar or uncomfortable social situations, and insufficient academic preparation; (3) inadequate student financial aid and funding for tribal colleges, and problems of Indian identification related to eligibility for financial aid; (4) the need to expand the tribal college system and develop cooperative agreements with four-year institutions; and (5) the need to shift programmatic emphasis at tribal colleges to multicultural education, integration of Native studies throughout the curriculum, and traditional Native values and concepts, and to develop instructional materials that address these areas. Office of Indian Education fellowships are discussed, with suggestions that recipients be placed under some obligation to the Indian people. Recommendations are suggested to aid the adjustment and retention of Native college students and to increase and prioritize funding available for student financial aid. (SV)

ED 341 535 RC 018 549

Adult and Vocational Technical Education. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990). October 16, 1990).

PUB DATE- 16 Oct 90

NOTE- 16p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Basic Education; *Adult Vocational Education; *American Indian Education; American Indians; Community Programs; Economic Development; *Education Work Relationship; *Federal Aid; Financial Problems; Hearings; Postsecondary Education; Primary Sources; Tribes; *Vocational Rehabilitation

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues related to Native American adult and vocational technical education. Issues and problems are: (1) the positive effects of adult education on American Indians and their children, Indian adults' learning patterns, lack of tribal control on adult education, and the shortage of funding; (2) the need for vocational education to link training directly to the realities of the labor market, the relationship between vocational education and economic development, the federal role in Indian vocational education, lack of equity among tribes in vocational funding received, alternatives to the current instructor certification, and funding problems in adult education; and (3) the need for technical assistance and more funding for vocational rehabilitation programs. Community-based vocational education efforts are described. (SV)

ED 341 536 RC 018 550

*Mathematics Tests; *Multiple Choice Tests; *Portfolios (Background Materials); Problem Solving; Public Schools; Teaching Methods
IDENTIFIERS- *Authentic Assessment; *California Assessment Program; Open Ended Questions

The California Assessment Program (CAP) administers tests to all public school students at certain grade levels, compiles the results, and provides information that allows educators to judge the effectiveness of their programs and make improvements. This sampler describes the types of assessment that CAP proposes to respond to the needed changes that reflect the recent curricular reforms in schools throughout California. The four types of assessment planned for CAP are: (1) open-ended problems; (2) enhanced multiple-choice questions; (3) investigations; and (4) portfolios. These modes of assessment are recommended for adaption for teachers of all grade levels and teachers are encouraged to use the examples in the booklet to enhance classroom instruction and to develop tasks for student assessment. After chapter 1 that describes the changes in assessment, the sampler is divided into six major parts: chapter 2, "Assessment of Mathematical Power"; chapter 3, "Types of Assessment"; chapter 4, "Performance Standards and Judging a Student's Work", chapter 5, "Implementation of Authentic Assessment in Your School," chapter 6, "Sample Problems." A "Participation and Feedback" page is given to ask participants' comments and suggestions about the sampler. (11 Selected references) (MDH)

ED 341 554 SE 052 482

Knee, David; McKeough, William J.
Institute Overview: Development, Goals, Structure and Content. Dissemination Packet--Summer 1989: Booklet #1.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 42p.; For related documents, see SE 052 483-490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Pretests Posttests; *Program Descriptions; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY

The Teacher Training Institute at Hofstra University (New York), a 3-year program of inservice courses and special events of exemplary secondary school mathematics teachers. The institute was the joint effort of the Hofstra University Mathematics Department and School of Secondary Education. It was developed by a broad base of concerned educators from Hofstra University, the Nassau County (New York) Mathematics Teachers Association, and key mathematics educators from area schools, and was sponsored by the National Science Foundation. Approximately 60 teachers participated during the 2-year-long cycles (summer, 1986 through June, 1987, and summer, 1987 through June, 1988) and the capstone summer program in 1988. This booklet is the first in a series of nine and provides an overview of the origins, the development, the goals, the structure, the course of study contents, and various findings and outcomes concerning the workings of the Institute. Included in this booklet are: (1) an introduction to this series of booklets with contact information; (2) a listing of the faculty and teaching

Materials; Science and Society; *Science Education; Secondary Education; Transparencies; *Transportation; Visual Aids
IDENTIFIERS- Maryland; *Technology Education

The curriculum materials contained in this document were developed through a cooperative effort by educators in the state of Maryland. It was a curriculum project aimed at the meaningful integration of mathematics and science. It is suggested that these materials be used in two significant ways. First, this document can serve as an instructional materials resource collection. An extensive variety of technology topics are covered, with each topic including detailed information sheets identifying the mathematical and scientific principles that could be studied in a technology education activity. Secondly, this document can serve as a materials resource guide. This is accomplished by providing a format and process for the creation of similar classroom instruction materials. Topics include: (1) Bell XP-59A Airacomet (first American jet); (2) canal lock; (3) conestoga wagon; (4) Goddard's liquid fuel rocket; (5) hot air balloon; (6) magnetic levitation train (MAGLEV); (7) metric dragster; (8) operation sail; (9) reaction engine car; and (10) Wright Brothers airplane. Each of the 10 technology topic entries includes the title, descriptions of the transparencies, science concepts, mathematical concepts, and transparency masters graphically illustrating the topic. A list of additional documents available from the Division of Vocational-Technical Education, Maryland Department of Education is provided. (KR)

ED 341 574 SE 052 671

Remillard, Janine
Conceptions of Problem Solving in Commonly Used and Distinctive Elementary Mathematics Curricula. Elementary Subjects Center Series, No. 43.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Curriculum Evaluation; Elementary Education; Elementary School Mathematics; Learning Strategies; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; Textbook Content; *Textbook Evaluation; Thinking Skills; Word Problems (Mathematics)
IDENTIFIERS- Comprehensive School Mathematics Program; Math In Stride; NCTM Curriculum And Evaluation Standards; Real Math (Curriculum)

One of the five goals proposed in the National Council of Teachers of Mathematics' (NCTM) "Curriculum and Evaluation Standards for School Mathematics" is for students to become "mathematical problem solvers." To achieve this goal, the NCTM proposes fundamental changes in both the content of mathematics curricula and the pedagogy of the mathematics classroom that outline a broad role for problem solving. Textbooks and other published curricula are believed to play a significant role in the classroom instruction of mathematical problem solving. Described and compared are the conceptions of problem solving found in one commonly used elementary mathematics textbook ("Addison-Wesley Mathematics") and three distinctive elementary

Wuerttemberg, Bavaria, Berlin, Brandenburg, Bremen, Hamburg, Hesse, Mecklenberg-Western Pomerania, Lower Saxony, North-Rhine/Westphalia, Rhineland/Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein, and Thurngia. Descriptions mention the history, geography, economy, and overall identity of each state in relation to the republic. (DB)

ED 341 595 SO 021 553

LeTendre, Gerald K.
Educational Decisions, Family Background and Tracking in the Japanese Middle Schools.
PUB DATE- 91
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Attainment; *Educational Background; Educational Mobility; *Educational Research; *Educational Status Comparison; Family Status; Foreign Countries; Junior High Schools; *Middle Schools; Parent Background; Sex Fairness; Social Mobility; Socioeconomic Status
IDENTIFIERS- *Japan

Third-year students (equivalent to U.S. 9th graders, ages 14-15) in six rural and urban Japanese middle schools were given two questionnaires. Information was gathered on family background, school life, educational aspirations, sources of information about high school and high school entered. The number of students who returned one or both of the surveys was 1,175--a 98% response rate. Analysis of the data focused on hypotheses derived from theories of gender and educational stratification. Significant interaction was found between students' gender, parental educational levels, and students' aspirations and attainments during the transition period from middle school to high school. No evidence of tracking was discovered at the middle school level nor was any association found between parental education and early planning for high school entrance. Birth-order among males was not significantly associated with rank of high schools attended. A 23-item bibliography is included. (Author)

ED 341 596 SO 021 554

Basic Facts and Figures about the Educational System in Japan.
PUB DATE- Mar 90
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; *Educational Assessment; Educational Finance; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; *National Norms; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Japan

Tables, charts, and graphs convey supporting data that accompany text on various aspects of the Japanese educational system presented in this booklet. There are seven chapters: (1) Fundamental principles of education; (2) Organization of the educational system; (3) Basic statistics of education; (4) Curricula, textbooks, and instructional aids; (5) School and examples originating from art ideas listed in section 1 and developed in section 2. Some examples of support materials used with specific lessons are included as well as an initial lesson plan framework for developing units of instruction. The final section, "References," lists books, periodicals, and additional references useful for integrating art with other subject areas. (KM)

ED 341 618 SO 021 805

Kula, Judith A., Ed.

Visual Arts Guide for Early Childhood: 1991.

PUB DATE- Mar 91

NOTE- 75p.; Illustrations will not reproduce clearly.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Aesthetic Education; *Art Education; *Art Expression; *Art History; Cultural Awareness; *Curriculum Development; Parents as Teachers; Preschool Education; State Curriculum Guides; Teaching Methods

IDENTIFIERS- Arizona

This document provides art information with a range of applications for Arizona preschool teachers, administrators, and parents to guide them in their development of an appropriate, preschool art curriculum. Three primary goals are endorsed: (1) making art; (2) looking at and talking about art; and (3) art in culture and history. Instruction in visual arts should reflect an awareness and understanding of developmental levels, and lessons should include sensory, aesthetic, cognitive, and psychomotor experiences. Two approaches to lesson planning are outlined together with several examples of both types. Parent and teacher roles in understanding, cooperating, teaching, and providing reinforcement and feedback also are outlined. The document concludes with sources for information about hazardous art materials and a list of visual arts resources. (KM)

ED 341 619 SO 021 806

Butterfield, Karen, Ed.

Perspectives: An Administrator's Guide to a Visual Arts Program.

PUB DATE- Sep 89

NOTE- 52p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; Aesthetic Education; *Art Education; Art Expression; Art History; Cultural Influences; Curriculum Development; *Educational Responsibility; Elementary Secondary Education; *Teacher Education; Visual Arts

IDENTIFIERS- Arizona

The primary purpose of this document is to provide Arizona school district administrators with guidance in planning, implementing, and evaluating visual art education programs. Topics include curriculum content, teacher preparation, professional development, facilities, and program and teacher evaluation. Instruction in visual arts should provide for sequenced learning of thinking skills that may be accomplished through the integration of creative art expression, art in questions. In so doing, it is hoped that students will develop many useful skills of citizenship such as researching an issue, thinking critically about a problem, concisely summarizing their thinking, and expressing and justifying their reasoned opinions in both written and spoken forms. The curriculum contains 31 lessons that are organized into six units. The six units are entitled: (1) What did the Founders learn about rights from history and their own experience? (2) How was the Bill of Rights created? (3) How were the protections of the Bill of Rights expanded? (4) What rights are protected by the First Amendment? (5) What rights are protected by procedural due process of law? and (6) Who should be responsible for preserving and extending our heritage of individual rights? Each of the lessons contains the purpose of the lesson and how to use the lesson statements, as well as critical thinking exercises. An appendix features the texts of the Virginia Declaration of Rights, the Declaration of Independence, the U.S. Constitution, and the Universal Declaration of Human Rights. A glossary of major terms and concepts also is included. (DB)

ED 341 640   SO 022 195

Quigley, Charles N., Ed.; And Others
With Liberty and Justice for All: The Story of the Bill of Rights. Teacher's Guide.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 91
NOTE- 173p.; For the student text, see SO 022 194.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Civil Liberties; *Constitutional History; *Constitutional Law; Critical Thinking; Curriculum Design; *Law Related Education; Learning Activities; Persuasive Discourse; Political Issues; Political Science; Secondary Education; Skill Development; Social Studies; Student Educational Objectives; Teaching Guides; Teaching Methods; *United States History; Units of Study
IDENTIFIERS- *Bill of Rights; Founding Fathers of the United States; United States Constitution

This teacher's curriculum guide is designed to introduce secondary students to the ideas behind the Bill of Rights to the U.S. Constitution and the experiences of the Founders that led to the creation of this document. The curriculum's intent is to provide young people with a knowledge of how the Bill of Rights came into existence, why it took the form it did, and how it has been interpreted and applied over the past 200 years. By gaining a better understanding of their rights, it is hoped that students will become better prepared for their responsibilities as citizens. The curriculum helps students learn to apply their knowledge to contemporary issues as well as to a variety of political questions. In so doing, it is hoped that students will develop many useful skills of citizenship such as researching an issue, thinking critically about a problem, concisely summarizing their thinking, and expressing and justifying their reasoned opinions in both written and spoken forms. The curriculum contains 31 lessons that are organized into six units. The six units are entitled: (1) What did the Founders learn about rights from history and their own experience? (2) How was the Bill of Rights created? (3) How were the protections of the Bill of Rights expanded?

Attitudes; *Teacher Student Relationship; *Teaching Methods

The study described in this paper was conducted to show how the affective domain of learning (development of attitudes, values, and appreciations) superimposes on teaching objectives in the cognitive domain. The study reviews set inductions of music lessons taught by undergraduate students majoring in elementary education over an 8-year period. Participants in the study were 665 undergraduates who micro-taught 333 music lessons in teams of 2 to public school students of kindergarten, third, fourth, or sixth grade levels in an on-campus demonstration classroom setting. Four modes of set inductions were observed and evaluated utilizing a three-point (ineffective, effective, very effective) rating scale. The modes included use of audio/visual materials; suggestion through lecture (telling/describing); modeling by demonstration; and discussion using questioning techniques. All were based on class participation through activities involving teacher-student interaction. An evaluation of lessons revealed that: the most effective lessons contained set inductions using audio/visual aids; the technique of suggestion through telling and describing was the second most frequently utilized mode of set induction; and a combination of discussion using questioning techniques ranked third. (LL)

ED 341 660 SP 033 545

Parker, D. Randall; Partridge, Ronald
Expectancy, Teacher Motivation, and Exemplary Schools.
PUB DATE- 13 Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; *Leadership Qualities; *Principals; Public Schools; Public School Teachers; School Surveys; Teacher Attitudes; *Teacher Motivation; *Work Attitudes
IDENTIFIERS- *Exemplary Schools; *Outcomes Expectancy

This study was conducted to measure and compare the perceptions of teachers and principals regarding the likelihood that increased work effort would lead to increased receipt of outcomes, and to determine which actions by principals were perceived by teachers to be motivational. Participants consisted of teachers (n=230) and principals (n=6) in six public schools in Mississippi that had been named National Exemplary Schools and teachers (N=382) and principals (N=12) of 12 other accredited public schools in Mississippi. A survey instrument and interviews were utilized to measure teacher levels of 10 valued outcomes: achievement, advancement, affiliation, autonomy, creativity, influence, material gain, recognition, safety, and service. Responses were compared between the two teacher groups and between teachers and principals. Results suggest that in some respects, such as the importance of motivators, the teachers and principals in the exemplary schools are similar to the teachers and principals in other schools. In areas such as expectancy, the two groups appear to be quite different. Analysis of interview data yielded the information that specific principal actions were considered to be motivational by teachers. These actions by principals effectively address the articulation of the school vision, team building, and affiliation; and they encourage, Restoration) and secondary movements within each from 1945 to 1980, and it offers reasons for their lack of success. Teacher education programs need to be designed to nurture adaptability, reflection, and professionalism in order to change the present culture of teaching. They need to be characterized by: (1) coursework that is intellectually demanding; (2) opportunities to develop a strong group identity and to work in a collegial setting; (3) clinical experiences that encourage risk-taking and even failure; (4) coursework and field experiences designed to foster reflection and growth from both successes and failures; (5) an emphasis on the production and consumption of research as an important part of the advancement and understanding of the education profession; (6) an emphasis on a wide variety of teaching techniques; and (7) a curriculum which encourages students to recognize and define the role of the teacher in the larger society and within their own minds. (LL)

ED 341 680 SP 033 571

Nyjordet, Sheila
Teaching as a New Career for Military Personnel.
PUB DATE- Jul 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Admission Criteria; *Career Change; *Early Retirement; Elementary Secondary Education; *Employment Opportunities; Higher Education; *Military Personnel; Nontraditional Education; Preservice Teacher Education; *Teacher Certification; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- *Navy

The Teaching as a New Career initiative was developed to help alleviate teacher shortages in the United States and to introduce separating, retiring, and retired military personnel to a second career in the teaching profession. This handbook provides information on the following topics: (1) requirements for teaching in elementary and secondary public schools, private schools, and vocational/technical schools; (2) incentives for teaching; (3) relative demand by teaching area; (4) National Teacher Examination; (5) State Departments of Education; (6) State Departments of Vocational Education; (7) alternative, accelerated, and adult teacher education programs; (8) national organizations for private schools; (9) private schools/state representatives; (10) teaching opportunities abroad; (11) Section Six Schools (on military installations in the United States); (12) Naval Junior Reserve Officer Training Corps (NJROTC); and (13) teacher education references. The main criterion for the programs, since they are for adults with leadership and group dynamic skills and experience, is flexibility. Specific criteria which differ from school to school are listed along with sites in Florida, Virginia, Washington, D.C., and California which have established programs to date. (LL)

ED 341 681 SP 033 572

McDiarmid, G. Williamson; Ball, Deborah Loewenberg
The Teacher Education and Learning To Teach Study: An Occasion for Developing a Conception of Teacher Knowledge. Technical Series 89-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

better use of still intact functions, as well as rehabilitating or bypassing impaired functions, than emphasizing diagnosis, as is the focus today. Better developed successors to today's scales for assessing personal competency and adaptive behavior, as well as overall quality of life, also will be in wide use in clinical settings. With more normal individuals, use of new generations of paper and pencil inventories as well as biological measures for assessing differences in interests, attitudes, personality styles, and predispositions is predicted. Two figures and one table illustrate the discussion, and a 63-item list of references is included. (Author/SLD)

ED 341 700 TM 017 844

Ima, Kenji; Labovitz, Eugene M.
Language Proficiency, Ethnicity and Standardized Test Performance of Elementary School Students.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Acculturation; Anglo Americans; Asian Americans; *Elementary School Students; *Ethnicity; Filipino Americans; Hispanic Americans; Intermediate Grades; *Language Proficiency; Language Tests; Mathematics Tests; Pacific Americans; *Performance; Reading Tests; *Standardized Tests; Test Results
IDENTIFIERS- African Americans; *Comprehensive Tests of Basic Skills; Effort; Latinos; *San Diego Unified School District CA; Southeast Asians

The differential effects of language proficiency on standardized test performance of elementary school students (grades 4 through 6 are examined for the San Diego (California) Unified School District. Ethnicity is examined as a mediating variable circumscribing the relationship between language proficiency and test performance. Test performance is based on the Comprehensive Tests of Basic Skills scores in reading, language, and mathematics for approximately 21,000 students. Using a multiple regression model, the relative effects of language proficiency among the different racial and ethnic groups are analyzed. Ethnic groups considered are: (1) African Americans; (2) Asians; (3) Filipinos; (4) Hispanics; (5) Native-Americans (includes Alaskan Indians); (6) Pacific Islanders; (7) Southeast Asians; and (8) Whites. The results suggest that performance is strongly related to ethnicity. Reading is the area most sensitive to acculturation, while language is more likely to measure accomplishment based on memorization, and consequently effort. Mathematics is the area least dependent on English language competence. Student language status is identified as a critical factor in test performance. This study does not document the effects of traditional socioeconomic factors. Three tables and one flowchart present study data. A nine-item list of references is included. (SLD)

ED 341 701 TM 017 845

Ragosta, Marjorie; And Others
Performance and Persistence: A Validity Study of the SAT for Students with Disabilities. College Board Report No. 91-3.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

IDENTIFIERS- *ETS Specialty Area Tests; NTE Specialty Area Tests; *Standard Setting; Tennessee

Several tests from the Educational Testing Service (ETS) have been used or are candidates for use by the Tennessee State Department of Education as initial licensure endorsement area tests. Memphis State University conducted a study in 1991 to recommend minimum qualifying scores for endorsement area applicants who would take the applicable tests. The statewide study involved personnel from 39 public education agencies and 34 higher education institutions with professional preparation programs in these specialized areas. The four tests evaluated were: (1) Education in the Elementary School; (2) English Language and Literature; (3) Social Studies; and (4) Spanish. A Knowledge Estimation Panel was formed with a minimum of 30 members for each test (panels ranged from 33 to 39 members, for a total of 140), and judgments were made on each test question by panel members using a 9-point scale. Twelve educational and lay representatives served on a standards committee that reviewed panel findings and made recommendations about minimum qualifying scores. Five tables present study findings, with the recommended scores for the four tests reviewed in 1991 and the seven tests validated earlier. A seven-item list of references is included. (SLD)

ED 341 719 TM 017 907

Green, Kinsey B.
Test Item Construction in the Cognitive Domain.
PUB DATE- 79
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cognitive Tests; Elementary School Teachers; Elementary Secondary Education; Essay Tests; Evaluation Methods; Higher Education; Inservice Education; *Objective Tests; *Preservice Teacher Education; Secondary School Teachers; *Test Construction; Test Format; Testing Problems; Test Items; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- Blooms Taxonomy

This individualized learning package on test item construction as a component of evaluation is designed for the undergraduate student in teacher education programs. The hierarchy of learning levels on which the package rests is that of B. Bloom's (1956) taxonomy of learning. The premises are that higher order learning is significant and desirable and that test items are more likely to measure learning effectively if items are in the same domain and at the same level as are objectives. Section I of this learning package examines the following items of non-essay tests: (1) multiple choice; (2) alternate choice; (3) matching; (4) fill-in-the-blank; and (5) listing. Section II examines developing essay test items. Section III focuses on quest-type (adventure) test items. Keys for pre-test and section tasks are included. Throughout the package, there is emphasis on the relationship of objective and evaluation items. Although the package is intended for pre-service teachers, it may be useful to in-service teachers as well. The tasks in each section include sample questions. A 14-item list of references is included. (SLD)

ED 341 720 TM 017 910

Students' performances on mathematical problems varying in symbolic form and the kinds of symbolic representations and translation used in instruction were explored. The sample consisted of 29 students enrolled in Algebra II in a summer program for minority students. All students were Black or Hispanic American and most were about to enter grade 11. For two topic areas--solving simultaneous equations in two unknowns and distance-rate-time relationships--sets of problems were developed that varied the symbolic form of the problem as given and of the response required. Materials that teachers used, student notes, and interviews with the teacher determined the symbolic forms used in instruction and the kinds of translation explicitly discussed. Results suggest that presenting students with only conventional symbolic representations of problems is likely to give a limited picture of their mathematical problem-solving abilities. It is possible to understand students' difficulties in translating among symbolic representations by systematically varying the symbolic form of the problem and response. Data suggest that the symbolic form of the response required plays a critical role in determining performance. Using alternative symbolic forms may be a good way to measure students' conceptual understanding of mathematics. The kinds of translation covered in instruction did not seem to play a major role in this study. Two tables present study data, and a 20-item list of references is included. (SLD)

ED 341 737 TM 017 933

Burstein, Leigh
Conceptual Considerations in Instructionally Sensitive Assessment.
PUB DATE- 31 Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Achievement Tests; *Data Analysis; *Educational Assessment; Factor Analysis; Grade 8; International Studies; Junior High Schools; Junior High School Students; Mathematics Tests; *Psychometrics; Research Design; Testing Programs
IDENTIFIERS- *Conceptual Frameworks; *Instructional Sensitivity; Large Scale Programs; Second International Mathematics Study

The conceptual framework for the instructionally sensitive assessment that guided the analyses of data from the Second International Mathematics Study (SIMS) are described. The intellectual rationale for the project effort and the current draft version of the guiding conception of "instructionally sensitive psychometrics" are discussed, and practical realities of large-scale assessment derived from the analysis of SIMS data so far are considered. Some clear issues in instructionally sensitive assessment are identified. Predominant are the use of multiple means of assessment and sensitivity to specific aspects of student achievement and ability. It is evident that refining and clarifying the current conception of instructional sensitivity is necessary, as is thinking carefully about the adequacy of achievement trait modeling. The psychometric aim of the analysis of SIMS data is to try to isolate specific factors corresponding to more narrowly defined sets of items in a factor analysis modeling when a dominant factor is present. (SLD) paper. It is assumed that evaluation is a necessary and vital function in an adult literacy program because it helps administrators understand their efforts, increases information available about a program's functioning, builds an image, and facilitates the discovery of information on unexpected program results. Three major topics are the focus of the discussion: (1) the perceived barriers to conducting evaluations of adult literacy programs, such as measurement or design problems, staff issues, relevance, and resource issues; (2) the range of evaluations of literacy programs that have been undertaken recently; and (3) recommendations for policies and practices that can be implemented to encourage the collection of useful and valid evaluation data, including disseminating information collected, requiring documentation of program results, encouraging volunteer literacy programs to collect data on program effectiveness, and clarifying incentives for conducting program evaluation. Contains 10 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 341 296 FL 800 444

Teaching Adults with Limited English Skills: Progress and Challenges.
PUB DATE- Oct 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Adult Students; Annotated Bibliographies; Demography; Demonstration Programs; *English (Second Language); Enrollment; *Federal Programs; Government Role; *Limited English Speaking; *Literacy Education; State Programs; Teacher Education Programs

A summary of current demographic trends, best practices, and federal initiatives in adult literacy is presented as a reference for practitioners in the field who are involved in delivering education services to adults with limited English skills. The report is based on U.S. Department of Education annual state adult education statistical and performance reports, summaries of selected special research, demonstration and teacher training projects, conversations with state and local English-as-a-Second-Language (ESL) instructors and administrators, professional organizations, state directors of adult education, and reports from federal compliance reviews and site visits. This report contains chapters on: the ESL program in adult education; state perspectives on issues and actions; promising practices; and federal commitment. Appended are excerpts from the Adult Education Act; a list of state directors of adult education and ESL consultants; ESL enrollments by state; an annotated bibliography of selected ESL demonstration and teacher training projects; suggested resources; and a bibliography that contains 13 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 341 297 HE 023 117

Pullen, Carol H.
Geriatric Education Centers: An Analysis of Policy Implementation.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

1950.
PUB DATE- 91
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; College Faculty; *College Presidents; Educational History; Educational Philosophy; Exceptional Persons; *General Education; Higher Education; *Institutional Characteristics; *Institutional Role; Intellectual History; Political Influences; *Social Influences
IDENTIFIERS- *Hutchins (Robert); Learning Environments; *University of Chicago IL

This book aims to set forth the convergence of institutional and sociological circumstances with intellectual and personal aspirations at the University of Chicago in the 1930s and 1940s under the direction of its fifth president, Robert Maynard Hutchins. Based in part on the author's personal experiences as a student and young faculty member there, the book relates Hutchins' opposition to the departmentalization of learning and his call for reforms in general education which sparked much debate and created a unique institution. The text sketches the interplay of personalities with changing national circumstances during the Depression, war, and postwar eras always focusing on the institutional life of the university and showing how student behavior, staff and faculty activity, and even the Hyde Park neighborhood revolved around the charismatic figure of Hutchins. Central to the story are successive transformations of the College, the undergraduate program, and the ideal of general or liberal education known outside the university by the "Great Books" program. Included are extensive notes to each of six chapters and an index. (JB)

ED 341 316 HE 025 212

Carter, Deborah J.; Wilson, Reginald
Minorities in Higher Education. Ninth Annual Status Report.
PUB DATE- Jan 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; American Indians; Asian Americans; Bachelors Degrees; Blacks; Comparative Analysis; Degrees (Academic); Dropout Rate; *Educational Trends; *Enrollment Trends; Graduate Study; Higher Education; High School Graduates; *Hispanic Americans; *Minority Groups; Postsecondary Education; Secondary Education; Trend Analysis; Undergraduate Study

This report updates information on trends in the participation of Hispanics, American Indians, Asian Americans, and African Americans in colleges and universities. Included are data concerning high school completion rates, college participation rates, undergraduate and graduate enrollments, and degree completion. Because the Hispanic population is the fastest growing of any other racial or ethnic group in the United States, yet educational attainment is the lowest, a special section focuses on the social, demographic, and educational attainment data for Hispanics. The report outlines the critical nature of the problem and identifies areas for future research and policy development. Statistical data concerning enrollments, high school completion rates, and degree statements, letters, and supplemental materials are included. (GLR)

ED 341 334 HE 025 230

Lovell-Troy, Larry; Eickmann, Paul
Course Design for College Teachers.
PUB DATE- Jan 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Instruction; Course Content; Course Descriptions; Course Evaluation; Course Objectives; Course Organization; Curriculum Design; *Curriculum Development; Educational Strategies; Higher Education; Teaching Methods

This is a workbook that assists college faculty to design their own courses. The process is organized in a series of stages each of which is given a chapter: gathering, planning, implementing, teaching and evaluating. The first chapter on gathering describes the process for collecting as much information about the course as possible by describing the course, describing the learners, and preparing a content list and a resource list. These steps will help develop a broad and strong conception of the course. The next chapter addresses the planning stage which involves creating an ideal image of the course and moving toward a more realistic one through analysis of the ideal course, diagraming the course and working out timing. This step helps to develop a course that reflects the interests and skills of the teacher, not just the dictates of the discipline. The next chapter on implementation shows how to consider all aspect of the design thus far in detail, prepare each "unit" for the classroom and other details. The final chapter reviews teaching and evaluating the course and offers suggestions for effective teaching and evaluation. Included are an index, a glossary and a 26-item bibliography. (JB)

ED 341 335 HE 025 231

Topor, Robert, Ed.
No More Navel Gazing! Articles from "Marketing Higher Education."
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bureaucracy; Creativity; Employee Attitudes; Fund Raising; Group Unity; *Higher Education; *Institutional Advancement; Institutional Characteristics; Leadership; *Marketing; Mission Statements; Organizational Communication; Public Relations; School Community Relationship
IDENTIFIERS- Focus Groups Approach

This book gathers articles on marketing higher education that first appeared in a newsletter on that topic. Chapter 1, "Marketing and You!" contains two articles on the importance of the person interested in advancing the institution through marketing. The second chapter, "Building Blocks," offers important ideas including a definition of marketing, criteria for a mission statement, multi-level marketing, creating a

PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Change Strategies; College Administration; Colleges; Educational Demand; *Educational Quality; *Educational Trends; Enrollment; Essays; Foreign Countries; *Futures (of Society); *Governance; *Higher Education; Institutional Autonomy; Research; Resource Allocation; Universities
IDENTIFIERS- Polytechnics; United Kingdom

This collection of 12 essays addresses three themes related to the future of higher education: access, governance, and quality. The contributors represent teaching, research and management, universities, polytechnics, and colleges. The collected essays and their authors are as follows: "Reassessing the Future" (Tom Schuller); "Finished and Unfinished Business" (Gareth Williams); "Widening the Access Argument" (Andrew McPherson); "Access and Institutional Change" (Elizabeth Reid); "Access: An Overview" (Peter Scott); "Governance and Sectoral Differentiation" (William H. Stubbs); "Governance: The Institutional Viewpoint" (Michael Richardson); "Governance: An Overview" (Michael Shattock); "The Future and Further Education" (Colin Flint); "Quality in Higher Education" (Pauline Perry); "Quality and Qualities: An Overview" (Christopher Ball) and "Access, Quality, and Governance: One Institution's Struggle for Progress" (Tessa Blackstone). The appendix provides a list of participants attending a conference on "The Future of Higher Education: A Reassessment" held September 19-21, 1990, at Birkbeck College. (81 references) (GLR)

ED 341 354 HE 025 251

Financial Aid for All Students Act of 1991. Hearing on S. 1845 To Ensure that All Americans Have the Opportunity for a Higher Education of the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session, on S. 1845.
PUB DATE- 29 Oct 91
NOTE- 191p.; Portions contain small/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; *Federal Legislation; Federal Programs; Hearings; Higher Education; *Income Contingent Loans; Loan Repayment; Opinion Papers; Paying for College; Policy Formation; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 102nd

This hearing document presents testimony comprising prepared statements and letters that address the direct loan concept (as authored by Senators Simon and Durenberger) in student financial aid, and the idea of tying repayment to income (income-contingent loan) as a means of simplifying the nation's guaranteed student loan process. Testimony focuses on the pros and cons relative to the implementation of such a program. A total of 16 prepared statements and 22 letters are included in the document. Among the prepared statements are those from Senators Clairborne Pell, Dave Durenberger, and Daniel K. Akaka, as well as statements from Robert K. Reischauer, director, Congressional Budget Office, Washington, DC, and Franklin Frazier, director, Education and Employment Issues, following centers are included: (1) National Research Center on Assessment, Evaluation, and Testing; (2) Center on Families, Communities, Schools, and Children's Learning; (3) National Center on Education in the Inner Cities; (4) National Research Center on Cultural Diversity and Second Language Learning; (5) National Center for the Study of Writing and Literacy; (6) National Research Center on Student Learning; (7) National Center for Research on Teacher Learning; (8) National Center on Postsecondary Teaching, Learning, and Assessment; (9) National Center for Research on Educational Accountability and Teacher Evaluation; (10) The Policy Center of the Consortium for Policy Research in Education; (11) National Center on Adult Literacy; (12) National Center on the Educational Quality of the Workforce; (13) Center on Organization and Restructuring of Schools; (14) National Center for Research in Mathematical Sciences Education; (15) National Center for Science Teaching and Learning; (16) The Finance Center of the Consortium for Policy Research in Education; (17) National Research Center on Literature Teaching and Learning; (18) Center for Research on the Context of Secondary School Teaching; (19) Center for the Learning and Teaching of Elementary Subjects; (20) Center for Research on Effective Schooling for Disadvantaged Students; (21) National Center for Educational Leadership; (22) National Center for School Leadership; (23) Center for Technology in Education; (24) Reading Research and Education Center; and (25) The National Research Center on the Gifted and Talented. (DB)

ED 341 373 IR 015 373

Sager, Harvey; Konomos, Philip
ALTEC (Advanced Learning Technologies Center): Promoting Faculty Use of Instructional Technology at Arizona State University.
PUB DATE- Sep 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; *Computer Assisted Instruction; Computer Literacy; *Educational Technology; *Faculty Development; Higher Education; Information Technology; Microcomputers; *Technological Literacy; Telecommunications
IDENTIFIERS- *Arizona State University

The first of two parts of this paper, "From Computer Literacy to Technological Literacy: The Challenge for Faculty Development," traces some of the problems and solutions associated with faculty development issues surrounding computers and telecommunications technologies. It is argued that although the need for technological literacy among higher education faculty is recognized, successful faculty development programs using computer technology such as computer assisted instruction, word processing, database management, and other computer software, are often not implemented. This part contains 16 annotated references. The second part, "ALTEC: Implementing an Advanced Learning Technologies Laboratory for Faculty at Arizona State University," describes a solution to the need for faculty development programs at Arizona State University, i.e., the development of ALTEC (Advanced Learning Technologies Education Center) to meet the faculty's need for hands-on exposure to and experience with state-of-the-art educational technology. It is noted that the ALTEC laboratory provides a place where faculty members can become familiar with advanced instructional technologies, including laser discs, 8mm video, VHS Hi Fi, communications satellites, and multi-image systems. (DB)

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Access to Information; Cataloging; Higher Education; *Library Materials; Library Networks; *Library Technical Processes; Research Libraries
IDENTIFIERS- *Cataloging Backlogs; *OhioLINK

This paper identifies the nature and extent of backlogs in OhioLINK libraries, how these backlogs are controlled and managed, and who has knowledge of what is contained in these backlogs. Using survey methodology, data were collected from the heads of cataloging and collection development departments of the OhioLINK libraries through questionnaires. The survey results reveal that backlogs exist in varying sizes in nearly all of the OhioLINK libraries. There seems to be little knowledge among the librarians about the content of the backlogs, and the availability of Library of Congress/OCLC copy is relied upon heavily by the libraries in making backlog decisions. Few of these libraries provide information to the user about the backlog in the public access catalogs, but there is almost unanimous agreement among catalogers and collection developers that such access should be made available. None of the libraries shelve backlogged materials in public access location for perusal or browsing. Overall, it appears there must be more and better communication between catalogers and collection developers to eliminate current backlogs and to prevent their future growth. General insights into the situation and recommendations for improvement are presented in the conclusion. The questionnaire and other survey materials are appended. (25 references) (Author/MAB)

ED 341 391 IR 053 885

Wang, Chih; And Others
Guam Governor's Conference on Library and Information Services, 1990. Final Report.
PUB DATE- 91
NOTE- 108p.; Occasional legibility problems.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Conferences; Cooperative Planning; Democracy; Group Activities; *Library Services; Literacy; Long Range Planning; Productivity
IDENTIFIERS- *Guam

This is the final report of the Guam Governor's Conference on Library and Information Services (GGCLIS), 1990. Approximately 160 delegates, representing library and information professionals, active library supporters, territorial and federal government officials, and the reading public, gathered together to develop recommendations for the improvement of Guam's library and information services around the major themes of the conference, i.e., productivity, literacy, and democracy. Presented in this report are: (1) the preliminary planning activities; (2) details of the planning process; (3) the GGCLIS goals, objectives, and activities, including the committee reports and a description of the delegate nomination process; (4) a summary of the Guam conference; (5) local and national issues considered and recommendations for the improvement of library and information services; (6) biographical profiles of GGCLIS delegates to the second White House Conference on Library and Information Services (WHCLIS2) in July 1991; (7)

Integrating Student, Faculty and Institutional Development.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; College Role; Community Colleges; *Educational Philosophy; *Faculty Development; *Organizational Development; School Orientation; *Seminars; *Student Development; Two Year Colleges
IDENTIFIERS- *Freshman Seminars

While America's two-year colleges are diverse in function, mission, clientele, and organizational structure, they share a common identity in their commitment to a developmental philosophy. A rarely used, but nonetheless tenable and cost-saving path to development involves exploring strategies which simultaneously contribute to faculty, student, and institutional growth. An example of such an integrative strategy is the extended orientation or freshman seminar. Such courses tend to bring together a small group of freshmen under the tutelage of a supportive instructor. Research into such courses shows them to be highly productive in enhancing freshman retention and academic performance. While a prime characteristic of freshman seminars is the diversity in their content and organizational structures, one of the most widely recognized configurations calls for thematic content focused on student development accompanied by an extensive and required faculty training component. Providing such training not only helps faculty prepare for the course, but it also can orient new or part-time faculty to campus facilities, services, and personnel. From an organizational standpoint, there is general agreement that a diagnostic dimension is an essential component of any organizational development strategy. Overall, freshman seminar courses are not as extensively utilized at two-year colleges as they are at four-year colleges. A study of freshman seminars indicated that the content and focus of the two-year college freshman seminar differed significantly from similar courses at four-year colleges; specifically, two-year colleges that utilized the courses did more to ameliorate academic deficiencies than to develop the personal/social aspects of students. (JMC)

ED 341 410 JC 920 025

Fine, Kerry Kinney; Lehnertz, Mary Jane
Retention of Minnesota College Students: What About the Community Colleges? Minnesota House of Representatives Research Department Working Paper 5.
PUB DATE- Nov 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Persistence; College Transfer Students; Community Colleges; Comparative Analysis; Dropouts; *Enrollment; *Enrollment Trends; Graduate Surveys; Graphs; Interviews; Longitudinal Studies; Participant Satisfaction; State Surveys; Student Attitudes; *Student Attrition; *Student Characteristics; Student Educational Objectives; Tables (Data); Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Minnesota

highest persistence rates, followed by Hispanic, White, and Black students; (4) beginning with the 1986 group, Extended Opportunity Programs and Services and financial aid students were tracked separately, showing persistence rates of 87% to 98%, the highest of any group; (5) compared to the general student population, matriculated students demonstrated much greater persistence over two and three semesters after initial enrollment; and (6) students enrolled only in evening courses showed the poorest persistence whether they were matriculated or not. (JMC)

ED 341 426 JC 920 085

Rendon, Laura I.
Eyes on the Prize: Students of Color and the Bachelor's Degree.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Role; College Transfer Students; *Community Colleges; *Educational Mobility; *Educational Status Comparison; Higher Education; *Minority Groups; *Social Mobility; Socioeconomic Status; Two Year Colleges

Arguing that the community college is a critical institution for students of color, representing hope, opportunity, and often a last chance to succeed, this essay poses and responds to a number of questions concerning the community college's role in promoting minority transfer. First, the essay summarizes the positions of policymakers, university-based researchers, and community college leaders regarding the colleges' effectiveness/ineffectiveness in fulfilling the transfer function. Next, the following questions are raised, the implications and roots of the questions critiqued, and answers provided based on research data and personal opinions: (1) Why should community colleges be singled out for producing few transfer students and exhibiting low retention rates if these problems are being faced by all institutions of higher education? (2) Why can't students be satisfied with earning associate degrees, especially in tech-prep programs of study that lead to high-paying jobs? (3) Why should we worry about low transfer rates when naive community college students cannot be trusted with stating their aspirations? (4) Isn't it a mistake to say that vocational-technical programs confine students to a sub-baccalaureate track? (5) Why should we force students to transfer if students are adults and responsible for their own choices? (6) Shouldn't we be careful about producing too many bachelor's degrees in an already over-educated society? and (7) Isn't it difficult and almost impossible to improve transfer rates, given the existence of multiple functions in community colleges? (JMC)

ED 341 427 JC 920 088

Boylan, Hunter R., Ed.
The Effectiveness of Developmental Education.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information

transfers. Significant findings include: (1) the number of students transferring and the rate of transfer from the community colleges to UC and CSU have increased during the past 5 years even though the number of potential transfer students has declined; (2) the performance of community college transfer in upper division at UC and CSU appears to have been consistently similar to that of "native" students who started their college work at those institutions; (3) while there have been gains in transfer among underrepresented students, the numbers and rates of transfer by African-Americans and Hispanics are still well below those of Caucasians and Asians; (4) transfer rates are high from community colleges that enroll more full-time students, relatively more young full-time students, and few full-time underrepresented students; are located in suburban areas; and operate transfer centers; (5) colleges that report the highest transfer rates for underrepresented students also have the best overall transfer rates, but enroll relatively few underrepresented students; and (6) the 20 colleges with transfer centers appear to have transferred substantially more students during each of the 4 pilot years. (DJD)

ED 341 444   JC 920 107

Jenkins, Bess G.
Meeting the Diverse Needs of Two-Year College Students through Appropriate Course Placement.
PUB DATE- 15 Nov 91
NOTE- 25p.; Paper presented at the Fall Conference of the North Texas Community/Junior College Consortium (Dallas, TX, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; Developmental Studies Programs; Educational Testing; *High Risk Students; Institutional Mission; Mathematics Skills; Predictive Validity; Reading Skills; *Remedial Instruction; *Screening Tests; *Standardized Tests; Student Evaluation; *Student Placement; Testing Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Redlands Community College OK

In response to a legislative requirement, Redlands Community College (RCC) initiated a requirement in 1991 for students to take the Assessment of Skills for Successful Entry and Transfer (ASSET) test. The only exemptions were for those students enrolling in fewer than 6 hours of classes and not taking either English Composition or a college-level mathematics course; and for students who scored above a certain cutoff score on the American College Testing (ACT) test. Entry-level assessments were conducted of 108 students in spring 1991, 117 students in summer 1991, and 264 students in fall 1991. ASSET test results indicated that over 94% of each student cohort required remediation in mathematics, and approximately half of all students required remediation in writing and reading. Course grades were analyzed for the spring 1991 cohort in order to evaluate the validity of the ASSET test in predicting course performance. Very low correlations were found between student success in English Composition and scores on either the reading or the writing component of the ASSET, indicating that the ASSET may not be a good predictor of course performance. However, the number of students was so low that additional data must be acquired and analyzed before firm conclusions can be

Bradley, Robert H.; And Others
Home Environment and Social Competence: A Look at Alternative Models of Environmental Action.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Birth Weight; *Family Environment; *Interpersonal Competence; Intervention; *Parent Child Relationship; Preschool Children; Preschool Education; Problem Solving; Social Behavior; *Social Development; Statistical Analysis; Tables (Data)

The Infant Health and Development Program (IHDP) is an intervention designed to facilitate social development in low birthweight (LBW) children. This report does not deal with the full complexity of operations involving program components as they interact to shape social competence. Rather, the report represents a first or "setting" stage, a look at the ecology of social development in LBW children independent of intervention. The study's purpose was threefold: (1) to look at simple relationships between various aspects of home environment and components of social competence; (2) to study primacy and recency effects with respect to social competence at the age of 3 years; and (3) to identify interactions among home environment components that relate to social competence. Participants in the study were 549 children who had participated in the IHDP. The measures used were the HOME Inventory, Achenbach Child Behavior Checklist, Richman-Graham Behavior Checklist, Adaptive Social Behavior Inventory, and measures of mother-child interactions. As expected, the home environments of children with low birth weight were related to the social competence of the children. Significant relations were obtained from parental ratings of children's social problems and adaptive behavior and from direct observations of children's social behavior in problem-solving situations. Results suggest that intervention may have an effect when a child has a reasonably responsive environment in the first year of life. Five tables show the statistical correlations. Contains 7 references. (LB)

ED 341 462 PS 020 170

Coe, Elisabeth Johnston
Montessori Education and Its Relevance to Educational Reform.
PUB DATE- Oct 91
NOTE- 7p.; Paper presented at the Conference on the Future of Public Montessori Programs (New York, NY, October 17-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Early Childhood Education; *Educational Philosophy; Elementary Secondary Education; *Montessori Method; *Student Centered Curriculum; Teacher Education
IDENTIFIERS- *Mixed Age Groups

This article describes the general principles of the philosophy of Montessori education. The basis of Montessori education is a student-centered learning environment--one that includes

ED 341 480 PS 020 254

Halford, Graeme S.; And Others
A Computer Simulation Model of Acquisition of Transitive Inference.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Cognitive Development; *Computer Simulation; Computer Software; Foreign Countries; *Serial Ordering; *Thinking Skills
IDENTIFIERS- *Computer Models; Ordering Operations; *Transitive Inferences

This paper describes a computer model that simulates the way children develop the reasoning skills of transitive inference and the construction of ordered sets. The computer model begins from general operations, such as setting and removing goals, storing and retrieving information, comparing elements to find matches, reading premises, and giving feedback. The program sometimes produces errors due to processing and memory storage difficulties. The model implies that the development of reasoning involves the development of strategies, and that strategies are built on general and specific knowledge acquired through everyday experience. A list of 14 references is included. (BC)

ED 341 481 PS 020 255

Brown, Carole W.; And Others
Transforming Student Perspectives toward Families: Examples from Pre-Service Training.
PUB DATE- 91
NOTE- 17p.; Attachment A contains marginally legible type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Descriptions; Course Objectives; Disabilities; *Early Intervention; *Graduate Students; Higher Education; Infants; *Parent Participation; Parent Teacher Cooperation; Preservice Teacher Education; *Special Education; *Student Attitudes
IDENTIFIERS- George Washington University DC

In the fall of 1990, and again in the fall of 1991, George Washington University invited a parent of a special needs child to assist in the teaching of a course on the dynamics of family intervention. The rationale for this action was to: (1) give students a personal experience with a parent of a special needs child; and (2) provide a model of the parent-professional partnership. The course purpose and objectives were modified slightly from earlier years to reflect the new emphasis on partnerships between parents and professionals. Objectives of the course syllabus are listed, and several course readings are described. The relationship between the professional teacher and the parent evidenced challenges similar to those facing parents and professionals in other settings. In the fall 1990 semester, 8 students enrolled in the course; in the fall 1991

ED 341 499 PS 020 294

Chattin-McNichols, John

Montessori Teachers' Intervention: Preliminary Findings from an International Study.

PUB DATE- Nov 91

NOTE- 17p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Denver, CO, November 7-10, 1991). Last page was filmed from best copy available.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; Classroom Environment; Cross Cultural Studies; Early Childhood Education; *Error Correction; Foreign Countries; Language Arts; Mathematics Instruction; *Montessori Method; Pretend Play; Questionnaires; Serial Ordering; *Teacher Attitudes; *Teacher Behavior; Teacher Response; *Teaching Methods

IDENTIFIERS- Canada; Haiti; Trinidad and Tobago; United States

In this study, a questionnaire was designed to assess Montessori teachers' reported likelihood of intervention in some 25 common situations in Montessori classrooms for 3-6 year olds, as well as to obtain limited background information on the teachers. Subjects were 422 Montessori teachers including 30 from Trinidad (where the questionnaire was first designed and field tested), 9 from Haiti, 362 from the United States, and 21 from Canada. Care was taken to ensure that each of the major Montessori teacher training organizations was represented in the sample. The primary research question to be answered was whether or not Montessori teachers say that they intervene in children's use of materials that require seriation or classification. Additional questions examined reported likelihood of intervention in fantasy play, math errors, language errors, general errors of fact, disruption, and dangerous activities. Findings showed that in the area of seriation and classification activities, Montessori teachers are quite consistent in reporting that they are not likely to intervene, while in the area of math and language, teachers are more likely to respond to errors. In the area of fantasy play results show that Montessori teachers are much more variable in their responses. While this could indicate that Montessori teachers are working to individualize their responses to each child in each situation, in fact it probably means that many teachers are uncertain how to respond to fantasy play in the Montessori classroom. (SH)

ED 341 500 PS 020 295

Bell, Nancy

Early Childhood Teachers' Theories in Practice: What Do Teachers Believe?

PUB DATE- Sep 91

NOTE- 21p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-13, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; Child Caregivers; *Day Care Centers; Foreign Countries; Individual Differences; Interviews; *Kindergarten; Play; Preschool Education; *Preschool Teachers;

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Context Effect; Generalization; Individual Characteristics; *Preschool Children; Preschool Education; *Prevention; *Sexual Abuse; *Social Cognition
IDENTIFIERS- Scripts (Knowledge Structures); *Self Protection; *Social Problem Solving; Strategy Choice

This study investigated the possibility that certain contextual factors and subject variables influence children's deployment of self-protective skills in unsafe social situations. Contextual factors included characteristics of the antagonist in the situation and the nature of the social dilemma. Subject variables included characteristics of the child. The sample consisted of 62 three- to six-year-old preschoolers. Each child was individually administered a measure of problem solving developed for the study. Four stories that systematically varied the two contextual factors were used. The antagonist was either an adult or a preschool-age peer, and the social dilemma was either sexual or nonsexual. For each dilemma, children were asked what the target child could do or say if he or she did not want to go along with the suggested activity. Responses were coded and analyzed. Results suggest that the nature of the dilemma and the child's age influence self-protective ability. In regard to the influence of the dilemma, children were capable of generating effective solutions to nonsexual situations, but were unable to do so in sexual encounters. Younger preschoolers generated significantly more ineffective strategies than did older preschoolers. Implications for child sexual abuse prevention programs are discussed. Appended are 16 references and related materials. (GLR)

ED 341 519 PS 020 324

Liang, Belle; McGrath, Marianne P.
How Well Do Children Learn Sexual Abuse Prevention Concepts?
PUB DATE- Aug 91
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Cognitive Ability; Decision Making; *Preschool Children; Preschool Education; *Prevention; *Sexual Abuse; *Situational Tests; Skill Development; *Social Cognition

In a study of young children's knowledge of sexual abuse, it was hypothesized that not all skill components that children needed to enable them to recognize and handle sexual abuse would be learned to the same degree. Participants were 117 children of 3-6 years of age from 4 preschools. The Grossmont College Sexual Abuse Prevention Program intervention that was used taught the "No, Go, Tell" message with interactive lessons and puppets during five 20-minute segments. Pre- and post-tests were administered using the What If Situations Test (WIST). Each child was asked to imagine being in five hypothetical situations, including four sexual abuse situations and one situation in which the child received an appropriate touch from a parent. The four sexual abuse stories measured a child's ability to refuse the perpetrator, leave the situation, and report the sexual advances. Analysis of the results suggested that mastery of certain skills was related to age. Younger preschoolers were unable to recognize an abusive situation even

Instructional Technology. INAR/NACIE Joint Issues Sessions.
National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).
PUB DATE- 15 Oct 90
NOTE- 8p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Bilingual Education; *Computer Uses in Education; *Cultural Education; Demonstration Programs; *Educational Technology; Elementary Education; *Experiential Learning; Hearings; Primary Sources

This report summarizes a joint session held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues related to instructional technology in Native American education. The testimony pertained to an exemplary program at Hualapai School in Peach Springs, Arizona. The school, which serves 225 students in grades K-8, has over 90 computers and a video studio with three cameras. The computers provide reinforcement for classroom work, word processing capability within a whole language program, and the ability to create instructional materials in the Hualapai language and materials that are culturally relevant. The video equipment is used to make student productions, often in relation to a cultural environmental curriculum. In addition, elders have been drawn into the school to provide cultural education, such as an ethnobotany program in which elders demonstrate traditional harvest methods and uses of plants, while the teacher provides scientific information. School climate is excellent, and the whole community supports this innovative demonstration program. (SV)

ED 341 537 RC 018 551

Urban Indian Education. INAR/NACIE Joint Issues Sessions.
National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 11p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; Financial Support; Hearings; *High Risk Students; Politics of Education; Primary Sources; *Racial Relations; *Urban American Indians; Urban Education

This report summarizes a joint session held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues in urban American Indian education. Issues and problems were in the areas of: (1) the position of Native Americans as a very small minority in large urban schools; (2) lack of funding for Indian programs in urban areas, particularly for vocational education and Head Start; (3) greater severity in urban areas of problems such as high Indian dropout rates; (4) problems of racism and poor racial relations; (5) lack of a tracking system for students who go assistants, the participants, and the staff; (3) a short history of the origins and the goals of the Institute; (4) an outline of the general structure, course sequencing, and supporting activities; (5) a list of courses offered with brief descriptions; (6) a discussion of the successful outcomes and the goals attained, as well as the ideas that did not work; (7) a summary of participation statistics; and (8) appendices which contain the entrance questionnaire, the pretest/posttest form, the course and instructor evaluation form, and various news articles and announcements. (JJK)

ED 341 555 SE 052 483

Bohannon, Barbara
Calculus in Secondary Mathematics. Dissemination Packet--Summer 1989: Booklet #2.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 29p.; For related documents, see SE 052 482-490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculus; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; *Program Descriptions; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY

This booklet is the second in a series of nine from the Teacher Training Institute at Hofstra University (New York), and describes the capstone course on calculus in secondary school mathematics, which was planned in response to numerous requests from the participants of the previous cycles. Included in this booklet are: (1) an introduction; (2) the preliminary considerations for course set-up and planning; (3) the general course framework; (4) an outline of the course particulars; (5) a discussion of testing and grading procedures; (6) results in terms of student and instructor course evaluations; and (7) appendices which contain the preliminary student questionnaire form, homework assignments, the final examination, and the course and instructor evaluation form. (JJK)

ED 341 556 SE 052 484

Hutter, Ruth
The Computer Goes to the Front of the Classroom. Dissemination Packet--Summer 1989: Booklet #3.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 37p.; For related documents, see SE 052 482-490. Apple II software in the original package is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Evaluation; *Graphs; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Graphic Representation; Hofstra University NY

This booklet is the third in a series of nine from the Teacher Training Institute at Hofstra University (New York) and mathematics curricula ("Real Math", "Comprehensive School Mathematics Program", and "Math in Stride"). Although in each, problem solving was professed to be of central importance to the development of mathematical understanding and competence, how problem solving is defined and taught varied amongst the four published curricula. The different ways that problem solving is defined, formulated, and taught are explored, and the pedagogical and epistemological assumptions that underlie these differences are also discussed. The four curricula are compared on various perspectives of problem solving, the levels at which it was incorporated into the curriculum and how the authors of each curriculum viewed "mathematics as problem solving." (14 references) (MDH)

ED 341 575 SE 052 672

Roth, Kathleen J.; And Others
Experts' Views on the Elementary Science Curriculum: Visions of the Ideal. Elementary Subjects Center Series, No. 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assignments; *Curriculum Evaluation; Elementary Education; *Elementary School Science; Higher Education; Professional Development; Resource Materials; Science Activities; *Science Curriculum; Science Education; *Science Instruction; *Teacher Education; Teacher Qualifications; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Silver Burdett and Ginn Science Series

This report summarizes and compares the views of six experts-three university professors and three elementary teacher-concerning elementary-level science teaching. The experts were asked to treat the topic comprehensively by addressing the following: (1) issues of curriculum (goals and objectives, selection and organization of content); (2) materials and instruction (presentation of input to students, teacher-student discourse, activities and assignments); (3) evaluation of student learning (formal and informal assessment of student progress toward key goals before, during, and after instruction); and (4) teacher education (subject matter knowledge, professional development). The experts addressed these issues in the context of both ideal programs (as outlined in their responses to a set of questions about what ideal curriculum, instruction, and evaluation practices in elementary science programs would look like) and typical current practice (as outlined in their responses to questions calling for critique of one of the most widely adopted elementary science curriculum series). This report first summarizes the positions articulated by each of the six experts considered individually, then describes areas of agreement and disagreement across the six experts. These comparisons are then considered with reference to their implications concerning ideal elementary science programs. The key features of ideal science curricula and the framing questions used in this report are appended. (Author/KR)

ED 341 576 SE 052 694

Freudenthal, Hans

teachers; (6) Educational administration and finance; and (7) Efforts toward educational reform. Seven appendices also are included: (1) Number of institutions, students, and teachers at different levels of education, May 1988; (2) Chronological table of the development of the modern educational system in Japan; (3) Organization of school system in Japan, 1941; (4) Historical trends in the proportion of the age group enrolled in education at different levels, 1880-1988; (5) Present organization of the ministry of education, science, and culture; (6) Some highlights of the recommendations of the National Council on Educational Reform; and (7) Policy guidelines for the implementation of educational reform. (DB)

ED 341 597 SO 021 579

McKernan, Jim, Comp.
Register of Theses on Educational Topics in Colleges and Universities in Ireland, 1990. Supplement.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Theses
IDENTIFIERS- *Ireland

This volume, a supplement, presents a listing of 107 authors and titles of theses about educational topics written at Irish universities in 1990. The list, arranged alphabetically by author, includes theses previously omitted in the years 1980, 1988, and 1989. (DB)

ED 341 598 SO 021 598

Kemp, Noel
Living and Working in Antarctica.
PUB DATE- 86
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Environment; Foreign Countries; *Geographic Location; *Instructional Materials; Intermediate Grades; Junior High Schools; Physical Environment; *Work Environment
IDENTIFIERS- *Antarctica

This source book, designed for 11- to 14-year-old students, seeks to describe what life is like in Antarctica. In spite of extreme weather conditions, people go to Antarctica to work every summer. Some of them stay there during the winter as well. This book seeks to supply answers to such questions as: How do people get to Antarctica? Why do they go there? What do they do in Antarctica? How do they protect themselves against the severe cold? What do they do in their spare time? A glossary of terms is included. (DB)

ED 341 599 SO 021 633

Kester, Henry E.
Art K-12 Program/Evaluation Report 1990-91. Report Number 90-232.
PUB DATE- Sep 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

cultural heritage, and aesthetic assessment. The art teacher preparation guidelines include a checklist for undergraduate preparation, humanistic and behavioral content preparation, and teaching methods preparation. An inservice resource guide for quality art education programs also is outlined. The visual arts program evaluation questions concern such issues as policy/administrative support, financial support, curriculum content, scheduling materials and equipment, program staffing and facilities. The checklist for assessing curriculum addresses the philosophy of art education, goals, objectives, processes and skills, content, instructional resources, and student evaluation. Appendices consist of materials and equipment checklists. (KM)

ED 341 620 SO 021 807

Findings of the First Statewide Survey on the Status of Arts Education in Arizona Public Schools. The Final Report.
SPONS. AGENCY- Arizona Commission on the Arts, Phoenix.; Arizona State Dept. of Education, Phoenix.
PUB DATE- 88
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; *Fine Arts; *Information Utilization; Music; Personnel Evaluation; Program Budgeting; Program Evaluation; Public Schools; Superintendents; Theater Arts
IDENTIFIERS- *Arizona

A major statewide survey was conducted to establish comprehensive, baseline information regarding arts education in the public school districts of Arizona. This report documents the findings and serves as a standard against which to measure future changes as well as a guide or starting point for responsible planning in order to effect intelligent, qualitative change for arts education in Arizona public schools. The findings are reported in three major sections: a Superintendents' Section, a Budget Section, and an Arts Section. Each section contains specific tables, charts, and commentaries relating to programs in creative writing, dance, drama/theater, music, traditional/ethnic arts, visual arts, and integrated arts. The superintendents section contains information relevant to how superintendents view community support for the arts; numerical details about exemplary or innovative arts programs; and a list of immediate and long range needs for the improvement of arts instruction. The budget section contains fiscal information relevant to overall and specific programs. Finally, the arts section addresses such issues as content, scheduling, personnel, certification, evaluation, instructional space and furnishings, and curriculum development. (KM)

ED 341 621 SO 021 809

Brophy, Jere; And Others
Fifth Graders' Ideas about History Expressed before and after Their Introduction to the Subject. Elementary Subjects Center Series No. 50.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 74p.

(4) What rights are protected by the First Amendment? (5) What rights are protected by procedural due process of law? and (6) Who should be responsible for preserving and extending our heritage of individual rights? In the teacher's guide each lesson contains a lesson overview, lesson objectives, teaching procedures, and optional reinforcement and enrichment activities. A number of activities to be undertaken upon the culmination of the curriculum are suggested. A 44-item selected annotated bibliography also is included. (DB)

ED 341 641 SO 030 168

The Maryland ERA.
PUB DATE- Aug 84
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; Equal Protection; *Females; *Laws; Political Issues; Sex Bias; Sex Discrimination; *Sex Fairness; State Action; State Courts; State Government; *State Legislation
IDENTIFIERS- Maryland Equal Rights Amendment

In 1972, the Maryland Equal Rights Amendment (ERA) became law in that state. The amendment provides that "Equality of rights under the law shall not be abridged or denied because of sex." This document surveys the legislative reforms that have been enacted to implement the ERA in the 12 years following the law's ratification. It also surveys significant rulings from Maryland's courts that use the ERA as a basis for their determinations. Under the headings of legislative implementation and judicial interpretation, the impact of the ERA is examined in a number of areas, including criminal law, domestic law, employment, education, child care, credit, insurance, and housing. Areas not affected by the ERA and the future impact of Maryland's ERA also are discussed. (DB)

ED 341 642 SP 032 791

Blair-Larsen, Susan M.; Bercik, Janet T.
A Collaborative Model for Teacher Induction.
PUB DATE- 5 Dec 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Program Development; Program Evaluation; *Program Implementation; *Teacher Attitudes; Teacher Persistence; *Teaching Conditions

Teacher induction may be defined as the period of transition from student to professional when beginning teachers need supervision and support to adjust to their new roles. Concerns within the profession about the large numbers of beginning teachers leaving the profession during their first 2 years as well as innovative reforms origination from outside the profession have stimulated the development of teacher induction programs. As a result of this renewal of interest in teacher preparation, many teacher induction programs are originating at state and local levels. This paper describes the development, implementation, and evaluation of a teacher induction program in a New Jersey suburban public school district. During the design phase of the project three specific objectives emerged:

promote, recognize, and reward exemplary work effort. (LL)

ED 341 661 SP 033 546

Wesson, Linda Hampton; Burns, John L.
Whatever Happened to Personality Studies of School Personnel?
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Leadership; Literature Reviews; Personality Measures; *Personality Studies; Personality Traits; *Research Needs; *School Personnel; *School Restructuring; Sex Fairness
IDENTIFIERS- *America 2000; *National Education Goals 1990

Schools are currently being asked to serve as a catalyst for change with respect to problems confronting children and families in the United States. A problem solving approach has been articulated in the national educational goals set forth in the America 2000 program, involving schools in a restructuring movement which calls for school personnel to have the personality attributes of flexibility, resilience, risk taking, collaboration, communication, and rejection of conventional stereotypes. The position of this paper is that studies of personality attributes of administrators, teachers, and counselors are lacking. The paper advocates that research studies be conducted, yielding information which can be utilized to enhance current practice and assist in preparation of career school personnel. Four major areas are discussed: (1) the significance of the interface between psychology and education; (2) a review of the literature on personality measures; (3) the nature of gender which may be associated with different educational roles; and (4) issues of obtaining participants and achieving a fit among sample size, statistical techniques, and sophistication of the findings desired. (LL)

ED 341 662 SP 033 547

Carson, Joan C.; Sykes, Dudley E.
Facilitating Educational Reform: An Innovative Model for Teacher Preparation Programs.
PUB DATE- Nov 91
NOTE- 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Curriculum Design; Elementary Secondary Education; Higher Education; Models; Preservice Teacher Education; Professional Education; *Program Content; *Student Educational Objectives; *Teacher Education Programs
IDENTIFIERS- *Knowledge Base for Teaching; *Model Characteristics; National Council for Accreditation of Teacher Educ; University of Mississippi

This model for teacher education programs responds to the National Council for Accreditation of Teacher Education (NCATE) standards requiring that professional education programs be based on essential knowledge, established and current research findings, and sound professional practice. The NCATE standards mandate that the design, delivery, and content of the curriculum reflect national concerns about the knowledge bases for professional education. The model described herein,

PUB DATE- Nov 89
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Classroom Observation Techniques; *Concept Formation; Elementary Secondary Education; Higher Education; Instructional Development; Interviews; *Knowledge Level; Mathematics Instruction; Questionnaires; *Research Design; Research Methodology; *Research Problems; Student Teachers; Teacher Education Programs; Teaching Methods; Writing Instruction
IDENTIFIERS- *Pedagogical Content Knowledge; *Teacher Knowledge

This study was conducted to examine teachers' knowledge of teaching mathematics and writing to diverse learners, and knowledge changes that occur over time, particularly during and after formal teacher education programs. Commonplaces of teaching were articulated as subject matter, learners, learning, and context. Three measurement instruments were designed: (1) a self-administered questionnaire which explores teachers' beliefs about the commonplaces of teaching as well as procedural and propositional knowledge of mathematics and writing; (2) a structured interview built around scenarios describing various classroom situations; and (3) an observation guide to collect information on teachers' knowledge and dispositions to act in particular situations. Records of teachers' responses were recorded at three points: prior to entering a formal education program; at graduation; and at 1 year following graduation. Results of the study point out shortcomings of the research approach, particularly with respect to the thinness of data for the kinds of descriptive profiles of learners originally envisioned. The problems seem to point less to the conceptual framework of teacher reasoning and more to flaws in the research design and instruments. (Author/LL)

ED 341 682   SP 033 573

Wilson, Suzanne M.; Ball, Deborah Loewenberg
Changing Visions and Changing Practices: Patchworks in Learning To Teach Mathematics for Understanding. Research Report 91-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Faculty Development; Grade 3; Grade 4; Higher Education; Inservice Teacher Education; *Instructional Improvement; *Knowledge Level; Learning Experience; *Learning Processes; Summer Programs; *Teacher Improvement; Teacher Role
IDENTIFIERS- *Constructivism; Reform Efforts

Reform proposals for mathematics teaching and learning have clear implications for significant change in curriculum and in traditional teacher roles. One contribution to the reform effort was the SummerMath for Teachers program, an inservice program committed to helping teachers develop constructivist orientations to teaching and learning by working with them in ways congruent with those constructivist orientations. The program began with a two-week residential summer institute, followed by a year of intensive individual follow-up with

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Achievement Tests; College Entrance Examinations; College Graduates; Colleges; *College Students; *Disabilities; Dropout Research; *Grade Point Average; Higher Education; *Predictive Validity; School Surveys; Special Needs Students; Student Attrition; *Test Validity
IDENTIFIERS- *Scholastic Aptitude Test

This study evaluated the validity of the Scholastic Aptitude Test (SAT) in predicting overall performance and persistence in college of students with disabilities, especially those participating in special test administrations. An earlier validity study by H. Braun, M. Ragosta, and B. Kaplan (1986) had used grade point average (GPA) in college to study validity. The current study returned to the schools that had originally provided data and obtained information on overall GPA and graduation status. Of 438 colleges and universities contacted, 38 provided data on control students only, 24 provided data on disabled students only, and 62 provided data on both control and disabled students. Data for 4,801 control students without disabilities and 1,309 students with disabilities (174 with hearing impairments, 517 with learning disabilities, 389 with physical disabilities, and 229 with vision impairments) were analyzed. Results suggest that the SAT is an adequate predictor of performance and persistence. Overall GPAs were rather adequately predicted, although there was some slight overprediction for students with learning disabilities whether they took the test at regular or special administrations. Persistence in college was also quite well predicted except for hearing impaired students from special test administrations. Twenty-seven tables present study data. Appendices contain information from the original study and analogous data based on SAT and high school GPA results. (SLD)

ED 341 702 TM 017 849

Savickas, Mark L.
Predictive Validity of the Vocational Identity Scale.
PUB DATE- Aug 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *College Students; *Coping; Decision Making; Difficulty Level; Higher Education; Longitudinal Studies; Medical Students; Occupational Aspiration; *Occupational Tests; *Predictive Validity; Rating Scales; *Student Development; *Test Validity; Vocational Maturity
IDENTIFIERS- Vocational Identity; *Vocational Identity Scale (Holland et al)

To establish that measures of vocational identity are sensitive to variations in development, researchers need to demonstrate that different patterns of scores on these measures predict subsequent coping with later tasks of vocational development. This study investigated the ability of the Vocational Identity Scale (VIS) to predict coping with a subsequent vocational development task. A prospective longitudinal design was used with 121 students in an integrated program leading to a Bachelor's of Science and Doctor of Medicine (BS/MD) degree. Six groups of subjects were formed based on the degree of difficulty the students experienced in completing the BS/MD

Hilson Adolescent Profile (HAP): Hilson Research Abstracts.

PUB DATE- 92

NOTE- 5p.; Corporate material promoting a test available from Hilson Research Inc.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Abstracts; *Adolescents; Annotated Bibliographies; Behavior Patterns; College Freshmen; Comparative Testing; Delinquency; Dropouts; Higher Education; *High School Students; Junior High School Students; *Personality Measures; Predictive Measurement; *Profiles; Research Reports; Secondary Education; Substance Abuse; Test Reliability; *Test Use; Test Validity

IDENTIFIERS- *Hilson Adolescent Profile; Minnesota Multiphasic Personality Inventory

Abstracts and bibliographic citations are given for the following documents concerned with the use and characteristics of the Hilson Adolescent Profile (HAP): (1) "Use of the Hilson Adolescent Profile To Compare Juvenile Offenders with Junior and Senior High School Students" (R. E. Inwald and K. E. Brobst); (2) "The Effectiveness of Social Work in an Alternative School for Dropouts" (J. S. McNeil and C. Franklin); (3) "Identifying and Predicting Adolescent Behavioral Problems By Using New Profile" (R. E. Inwald, K. E. Brobst, and R. F. Morrissey); (4) "Prediction of Adolescent Suicide and Substance Abuse Risks" (K. E. Brobst and R. E. Inwald); (5) "The Hilson Adolescent Profile and MMPI as Identifiers and Predictors of Adolescent Behavior in a Psychiatric Hospital" (R. Morrissey, K. Brobst, and R. E. Inwald); and (6) "A Method for Diagnosing and Planning the Treatment of Adolescent Drug Abusers (The Adolescent Drug Abuse Diagnosis (ADAD) Instrument)" (A. S. Friedman and A. Utada). (SLD)

ED 341 721 TM 017 911

Inwald Personality Inventory (IPI) and Inwald Survey 3 (IS3): Hilson Research Abstracts.

PUB DATE- 92

NOTE- 12p.; Corporate material promoting tests available from Hilson Research Inc.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Abstracts; Annotated Bibliographies; Behavior Patterns; Comparative Testing; Followup Studies; *Government Employees; Job Performance; Occupational Tests; *Personality Measures; *Personnel Selection; Police; Predictive Measurement; Research Reports; *Screening Tests; Test Use

IDENTIFIERS- Civil Service; *Inwald Personality Inventory; *Inwald Survey 3; Minnesota Multiphasic Personality Inventory

Abstracts, titles, and sources are given for documents concerning the Inwald Personality Inventory (IPI) and Inwald Survey 3 (IS3). The following titles are included: (1) "Five-Year Follow-Up Study of Departmental Terminations as Predicted by 16 Preemployment Psychological Indicators"; (2) "The Predictive Validity of Psychological Testing and Peer Evaluations in Law Enforcement Settings"; (3) "A Cross-Validation Study of Police Recruit Performance as Predicted by the IPI and MMPI"; (4) "Predicting the Performance of Government Security Personnel with the IPI & MMPI"; (5) "Use of the IPI and HPP/SQ for Predicting Trainee Performance in a Government Law Enforcement Agency"; (6) "New York State Pre-Employment Psychological Screening Program Longitudinal Validation Study"; (7)

ED 341 738 TM 017 934

Herman, Joan L.; Golan, Shari
Effects of Standardized Testing on Teachers and Learning--Another Look.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Curriculum Development; Educational Change; Elementary Education; *Elementary School Teachers; Learning Processes; School Districts; *Scores; *Standardized Tests; *Teacher Attitudes; Test Coaching; Testing Problems; *Test Use; Test Wiseness
IDENTIFIERS- Teaching to the Test; *Testing Effects

The effects of standardized testing on schools and on the teaching and learning processes within schools were studied using responses from upper elementary school teachers in matched pairs from 11 medium-to-large school districts in 9 states. In all, 341 teachers responded to a 136-item questionnaire prepared for the study that explored the amount and type of test preparation in the classroom and school, the impact of testing on non-tested subjects, the impact of testing on teacher pride and professionalism, and attitudes about reasons why test scores change. Results indicate that testing does influence the teaching and learning within schools. Substantial time and attention are devoted to assuring that students are taught tested objectives and given practice in test content. Schools send messages to their teachers about the importance of test-curriculum alignment and teachers design instruction with such alignment in mind. These effects are particularly evident in schools serving low socioeconomic status students. Less apparent is whether test score improvements signal school improvement or teaching to the test. Twenty-nine tables and one flowchart present study data. A 25-item list of references and the Teacher Questionnaire are included. (SLD)

ED 341 739 UD 028 284

Report of the Curriculum Task Force on Educating the Black Learner.
PUB DATE- Jun 88
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Education; Black Students; *Curriculum Development; Desegregation Methods; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Equal Education; Multicultural Education; *Policy Formation; *Racial Relations; Scholarships; School Community Relationship; School Districts; Sensitivity Training; State Programs
IDENTIFIERS- *Minnesota; Partnerships in Education

This report identifies key policy issues and recommendations to improve educational, social, and cultural experiences for all black learners in Minnesota by the Minnesota Curriculum Task Force on Educating the Black Learner. Recommendations at the state level include the following: (1) establishment of a State

DESCRIPTORS- Aging (Individuals); *Aging Education; Allied Health Occupations; Curriculum Development; *Educational Gerontology; Faculty Development; Geriatrics; Higher Education; Older Adults; *Policy
IDENTIFIERS- *Geriatric Education Centers

An analysis of policy implementation by the Geriatric Education Centers (GEC) program is presented, using a model developed by Sabatier and Mazmanian (1980). A policy by the Bureau of Health Professions to expand education and training efforts in geriatrics and gerontology led to the creation of four GECs in 1983. By 1989, 38 centers had been funded. The purpose of the GEC program was to provide for the development of regional resource and training centers that focused on interdisciplinary training of health professionals in the care of the elderly. Two methods of accomplishing these objectives is to increase faculty competency and to add to or increase content on geriatrics and gerontology in the curriculum [illegible] the specific disciplines. Implementation of GEC policy is discussed in terms of: tractability of the problem (e.g., diversity of target group behavior and extent of behavioral change required); availability of the statute to structure implementation (e.g., incorporation of adequate causal theory and unambiguous policy directives); and non-statutory variables affecting implementation (e.g., socioeconomic conditions and technology and attitudes and resources of constituency groups). In this analysis of GEC policy, the components in the statutory and non-statutory categories appear to be interactive rather than distinct entities. Contains 9 references. (SM)

ED 341 298   HE 025 175

Hazzard, Terry
The Recruitment of White Students at Historically Black Colleges and Universities.
PUB DATE- Nov 89
NOTE- 25p.; Doctoral Research Report, Florida State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Black Colleges; Civil Rights Legislation; *College Admission; College Students; Desegregation Plans; Higher Education; Racial Attitudes; *School Desegregation; School Holding Power; Student Characteristics; Student Motivation; *Student Recruitment; *Voluntary Desegregation; *White Students

This paper reviews research on: (1) the significance of black colleges; (2) characteristics of white students attending black colleges; (3) barriers to recruiting white students on black campuses; and (4) strategies for recruiting white students. Reasons why white students attend historically black institutions and their levels of motivation, the prejudicial attitudes that are present, the general lack of quality students, and the inadequacies of the admissions operation are discussed. The paper also examines ways to approach the black institution's problems in creating quality programs and instruction, in acquiring and maintaining a sufficient staff, in building up an adequate operating budget, and in developing a recruitment/activities plan adequate to the challenge of attracting minority students (whites and others) to black campuses. It is noted that black colleges have much to offer their students, both black and white, because the black institution stresses teaching more than many other institutions. It is also noted that the decline of the traditional college-age student will make recruitment of white attainment by race, age, gender, and ethnic group comprise 50 percent of the report. Among the findings are the following: (1) Hispanic high school completion rates and grades continue to be among the poorest of all groups studied; (2) African Americans and Hispanics made little progress in achieving parity with Whites in college participation during the latter half of the 1980s; (3) from 1986 to 1988, minority gains in college enrollments (7.2%) outpaced gains in total enrollment (4.3%), with Hispanics and Asian Americans leading other ethnic groups; and (4) African-Americans and Hispanics persist in college at considerably lower rates than other groups. (GLR)

ED 341 317 HE 025 213

Kentucky Institutions of Higher Education: Information Digest, 1981-1990.
PUB DATE- Aug 91
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; *Degrees (Academic); *Educational Facilities; *Enrollment Trends; Fees; Foreign Students; Higher Education; Longitudinal Studies; Out of State Students; Statistical Analysis; *Teacher Salaries; Trend Analysis; *Tuition; Two Year Colleges
IDENTIFIERS- Kentucky

This report presents statistical data and facts, covering a 10-year period, concerning college and university enrollment numbers, degrees conferred, faculty and staff status and compensation, financial status, and investments of Kentucky's higher educational institutions. Among the information revealed by the statistical data, which comprise over 95 percent of the report, are the following: (1) total headcount enrollment at the state-supported institutions increased by 28 percent within the period studied, and full-time equivalent enrollment at the state-supported institutions increased by 21 percent during the same time period; (2) total degrees and other formal awards conferred by the state-supported institutions decreased by 2 percent between 1980/81 and 1989/90, and the universities experienced a 7 percent decrease in degrees awarded; (3) the largest increase in employment between 1981 and 1990 was in professional nonfaculty, increasing by 51 percent at the universities and 244 percent at the University of Kentucky Community Colleges; and (4) between 1982/83 and 1991/92, resident undergraduate tuition increased by 99 percent at the doctoral institutions, 93 percent at institutions offering Masters degrees, and 74 percent at the community colleges. Finally, the total estimated value of the physical plants of Kentucky public higher education institutions was estimated at $2.1 billion. (GLR)

ED 341 318 HE 025 214

Lee, Meesuk; Kim, Hyunduk
The Educational Reform in Korea and People's Republic of China within a Trans-national Context.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

plan, the pit-falls of "being all things to all people", and a concept called "marketing mosaics". The third chapter, "Marketing Considerations," looks at the strategies and psychology that go along with marketing, using cohesive identity to achieve marketing results, the importance of service, and how to plan and carry out focus group research. Chapter 4, "Marketing Tools," focuses on ideas for doing marketing including words, design, photography and ideas about videography. The fifth chapter, "Organization," examines organizational culture, creativity, spotting false marketing, and creative management. The sixth chapter, "Marketing's Future," looks at the future of marketing through articles on the marketing institution of tomorrow, residual marketing, additive and subtractive marketing ideas and a tongue-in-cheek article about marketing trash cans. The final chapter, "Leadership," focuses on empowerment, the bureaucracy of higher education and leadership. (JB)

ED 341 336   HE 025 232

Lee, Barbara A.
Peer Review Confidentiality: Is It Still Possible?
PUB DATE- Aug 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights; Civil Rights Legislation; *College Faculty; Colleges; *Confidentiality; Confidential Records; *Court Litigation; Ethnic Bias; *Faculty Promotion; Federal Courts; Higher Education; Legal Responsibility; *Peer Evaluation; Racial Bias; Sex Bias; Social Bias; *Teacher Evaluation; Tenure; Universities
IDENTIFIERS- Equal Employment Opportunity Commission; University of Pennsylvania

This pamphlet analyzes the clash between higher education institutions' concerns for preserving the confidentiality of peer faculty review and the need for relevant evidence when a disappointed faculty member suspects that a negative tenure decision is infected with illegal bias. Until recently many institutions decided whether to give tenure to a candidate using the judgments of disciplinary colleagues with many institutions insisting on preserving the confidentiality of the documents as critical to encouraging their candor. First the pamphlet summarizes how federal courts approached confidentiality issues prior to 1989 including early and key cases, federal policy, and civil rights law. In a section on the 1989 Supreme Court ruling on confidentiality in "University of Pennsylvania versus the Equal Employment Opportunity Commission," the pamphlet examines the arguments of the parties and the rationale behind the Court's opinion. The implications of the ruling are then spelled out with detailed discussion of using external experts and internal peer reviewers. Also examined are the practices of some institutions who have not used peer review from before the Supreme Court ruling. These approaches include complete openness with full disclosure of all documentation; access to evaluations if a decision is appealed, or maintaining peer evaluation confidentiality except where challenged as discriminatory. Included are 40 notes. (JB)

ED 341 337   HE 025 233

General Accounting Office, Washington, D.C. Other prepared statements come from administrators of student financial aid from several colleges and universities, including the University of Minnesota, Harvard University, Hope College of Michigan, and the Northwest Kansas Area Vocational-Technical School. Statements from the National Association of College and University Business Officers and the Association of Jesuit Colleges and Universities are also provided. (GLR)

ED 341 355 HE 025 252

Student Financial Assistance. Report of the House of Representatives Standing Committee on Employment, Education, and Training.
PUB DATE- Mar 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; Evaluation Criteria; Family Income; Foreign Countries; Government Role; Higher Education; Legislation; Paying for College; Policy Formation; *Program Administration; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Australia

This report examines student financial assistance schemes in Australia in terms of their effectiveness and administration; particular reference is made to the findings of the Auditor-General's report on the administration of the Austudy program. The report discusses topics within the areas of program effectiveness, eligibility criteria, the Austudy program administration, and student loans in general. Among the conclusions expressed are the following: (1) the current parental income formula used to assess eligibility for Austudy allowances needs to be re-examined, and the threshold at which allowances are reduced is too low; (2) maximum incomes at which allowances cease are too high; (3) Austudy is not meeting students' total living costs; (4) the means and asset test free components of Assistance for Isolated Children and Austudy should be increased; and (5) the abatement rates must be adjusted to better target lower income families. Twenty-eight recommendations are provided. Appendices include data on full-time participation rates for 17-24 year olds, the cut-off points for the Austudy parental income test, average boarding costs, and the results of an inquiry into the living costs of young people. (GLR)

ED 341 356 HE 025 253

Theodossin, Ernest
Marketing the College.
PUB DATE- 89
NOTE- 109p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advertising; Colleges; Enrollment; Evaluation Criteria; Foreign Countries; Higher Education; *Institutional Advancement; *Marketing; Program Development; Program Evaluation; *Public Relations; Quality Control; Research Tools;

ED 341 374 IR 015 374

Channel One, Educational Television and Technology. Hearing on Examining Current Educational Television Programming and To Examine New Technologies Which Could Impact the Future of Educational Television, Focusing on Channel One, a News and Information Program Designed for a Teen-Age Audience, before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 26 Jul 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Broadcast Television; Curriculum Development; Educational Technology; *Educational Television; Elementary School Students; Elementary Secondary Education; Federal Government; Futures (of Society); Government Role; High School Students; *Instructional Effectiveness; *Policy Formation; *Programing (Broadcast); Television Commercials
IDENTIFIERS- *Channel One; CNN Newsroom

The purpose of this hearing was to get a sense of the larger picture of what educational television is currently doing, what the alternative modes for educational television are, the merits of the programming that is currently available, what the documented educational impact in schools that have used educational TV has been, the types of policy concerns that exist, how the Federal Government might help educators attend to the needs of students of all ages, and the direction for educational technology in the classroom in the next decade. A topic of particular concern was public school participation in "Channel One," a news and public affairs program that includes commercials, and involves the donation of equipment to schools with the proviso that a specified percentage of students watch the program at the same time everyday without interruptions. Following the opening statement by Jeff Bingaman, Senator from New Mexico, prepared statements were presented by: (1) Linda G. Roberts, Senior Associate of the Science Education and Transportation Program, Office of Technology Assessment; (2) Laura Eshbaugh, Vice Chairman of Whittle Communications, Knoxville, Tennessee; (3) Gary R. Rowe, Senior Vice President, Turner Educational Services, Atlanta, Georgia; (4) Sandra H. Welch, Executive Vice President, Education Services, Public Broadcasting Service, Alexandria, Virginia; (5) Frank Mankiewicz, Vice Chairman, Hill and Knowlton Public Affairs Worldwide, Washington, D.C.; (6) Gary Tydings, Executive Director, Professional Engineering Development and Instructional Television, University of New Mexico, Albuquerque; (7) Claiborne Pell, Senator from Rhode Island; and (8) Bill Honig, State Superintendent of Public Instruction for California. (DB)

ED 341 375 IR 015 375

Martinez, Michael E.; Mead, Nancy A.
Computer Competence: The First National Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

Guam post-conference activities; and (8) the conference evaluation. Concluding the report are 14 appendices: (1) GGCLIS planning committee roster; (2) conference chronology; (3) the backgrounds and interests of participants in the multimedia workshop, InfoFiesta; (4) GGCLIS exhibitors; (5) a letter soliciting citizens to be GGCLIS delegates; (6) names of delegates; (7) the conference observer reservation form; (8) off-island observers at the conference; (9) program outline; (10) conference participants' recommendations; (11) conference contributors; (12) selected news clippings; (13) participants' reactions to the InfoFiesta; and (14) the conference evaluation form. (11 references) (MAB)

ED 341 392 IR 053 887

Wade, Maureen; And Others
Grandparents and Books. Trainer's Manual. Revised Edition.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Libraries; Intergenerational Programs; *Latchkey Children; Library Personnel; Library Services; *Older Adults; Pilot Projects; *Public Libraries; Questionnaires; *Reading Aloud to Others; *Reading Programs; Story Telling; Volunteers; *Volunteer Training
IDENTIFIERS- Library Services and Construction Act; *Los Angeles Public Library CA

Based on a pilot program developed in the Los Angeles (California) Public Library, this guide provides the materials and information needed for introducing a "Grandparents and Books" (GAB) program in a public library. The Los Angeles program was designed to bring together the city's elderly population with children who have no one to care for them after school and promote the love of reading in these children. The older adult volunteers are trained to read to children and to listen to children reading aloud. The first of five chapters in the guide lists ideas for recruiting volunteers and publicizing the program to individuals, community groups, children, and parents. The second chapter provides checklists of activities and factors to consider when orienting staff, training volunteers, and setting up training workshops. This chapter also includes sample training workshop agendas, storytelling tips, hand puppet patterns, and a sample volunteer sign-in sheet. The third chapter notes methods for giving recognition to the library volunteers, and the fourth outlines some ideas and suggestions for serving a culturally diverse community. Some solutions to problems encountered by the Los Angeles Public Library are presented in the fifth chapter, which concludes with examples of the following materials: program flyers; publicity releases; a recruitment speech; recruitment sheet; camera ready program logos; a volunteer certificate of appreciation; volunteer application form; survey forms for schools, the community, and participants; guidelines for a library's partner agency; a sample bookmark; volunteer job description; and a program timetable. A resource bibliography and an index conclude the guide. (MAB)

ED 341 393 IR 053 888

In 1988, a study was conducted by the Research Department of the Minnesota House of Representatives to examine college student retention and enrollment patterns in the state. Community college retention was examined by tracking the progress of fall 1987 entering freshmen through 1990. Interviews, focusing on students' plans, background, preparation for college, and freshman year experiences, were conducted with a sample of retained students and dropouts who entered as freshmen in fall 1988. Study findings included the following: (1) by their second year of enrollment, 55% of the 1987 new entering freshmen (NEF) had dropped out; (2) 16% of the NEF transferred by the beginning of their fourth year of enrollment, with full-time students transferring at a higher rate than part-timers; (3) 35% of the students interviewed were not enrolled in a degree program and did not intend to pursue a degree; (4) by spring 1991, 25% of the fall 1988 degree-seeking students had transferred, 33% had dropped out, 30% were still enrolled, and 13% were graduates; (5) the majority of community college students received some type of financial aid, most commonly a grant; (6) 82% of all students were employed, with dropouts working the most hours and four-year transfers working the fewest; (7) 34% of all students enrolled in at least one remedial or basic skills course; and (8) 29% of the students reported some problem in enrolling in desired courses. The study report includes a discussion of the policy implications of the findings and options for addressing such problems as the lack of focus in the community college mission, low levels of student academic preparation, lack of timely completion, and low rates of transfer to four-year colleges. Data tables, graphs, and figures are provided. (JMC)

ED 341 411   JC 920 043

Articulation Report, Fall 1991.
PUB DATE- Sep 91
NOTE- 150p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; *Grade Point Average; Higher Education; Majors (Students); School Statistics; State Surveys; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *State University System of Florida

Focusing primarily on the period from 1988 to 1990, this articulation report provides information on students enrolled in Florida's State University System (SUS) who, prior to enrolling in their respective universities, attended one of Florida's 28 public community colleges. Following an overview of articulation in Florida, a series of 15 tables are provided, presenting information on students' sex, race, age, date of entry into the university, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; and the performance of associate in arts graduates at SUS. Highlighted findings include the following: (1) in fall 1990, there were 64,054 former community college students at SUS, an increase of over 18% compared to 1988; (2) in 1990, female students represented 56% of the total transfers from community colleges; (3) the percentage of white transfer students decreased by 1.6%, while the percentage of minority students increased slightly; (4) 82.5% of the 1990

Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; Community Colleges; Developmental Studies Programs; Educationally Disadvantaged; Educational Therapy; Higher Education; High Risk Students; *Learning Theories; *Literature Reviews; *Program Effectiveness; Remedial Instruction; Remedial Programs; *Teaching Methods

These five serial issues focus on the outcomes of developmental education. Featured are the following articles: (1) "Developmental Instruction: What Really Makes a Difference?" by Hunter R. Boylan, which reviews several research-based models or theories of learning, including the Carroll model, the Bloom model, and the Bruner model, and discusses the components of effective instruction, including clarity of objectives, emphasis on mastery, accommodation to learning styles, time on task, feedback for learning, and prerequisite skills; (2) "The Effects of a Skills Versus Discussion Approach on Reading and Thinking," by Joan Bartlett, which compares the effectiveness of the two instructional approaches on reading comprehension; (3) "The Effectiveness of Developmental Education Programs," by Boylan, which reviews recent studies of the effects of developmental education on students' grade point averages, retention rates, gain scores, and other factors; and (4) "Facts, Figures, and Guesses about Developmental Education Programs, Personnel, and Participation," by Boylan, which reviews the few existing statistics on developmental education, including the number of faculty involved, and the number of students participating. (DJD)

ED 341 428   JC 920 089

Boylan, Hunter R., Ed.
The Characteristics of Developmental Education Students.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Students; Community Colleges; Comparative Analysis; *Developmental Studies Programs; *Educationally Disadvantaged; Educational Trends; Enrollment Trends; Higher Education; High Risk Students; Outcomes of Education; *Remedial Instruction; *Student Characteristics; Two Year Colleges

These three issues of "Research in Developmental Education," examine the demographic characteristics and academic achievement of developmental students. Included are the following: (1) "Demographics and Developmental Education," by Hunter R. Boylan, which examines trends in the developmental student population and their college enrollments; presents data on developmental students' age, race, gender, and high school graduation rates; projects trends after the year 2000; reviews support for developmental programs; and discusses the new opportunities for developmental educators in response to the changing demographics of the American population; (2) "Academic Achievement Trends among Disadvantaged Youth," by Boylan, which offers projections about the academic achievement of college students from disadvantaged backgrounds who will be enrolled during the latter half of the 1980's, reviewing trends in reading, writing, mathematics, and science, and discussing the implications of these trends for developmental education; and (3) "Performance and Retention of Developmental Students: A drawn. A discussion of ASSET test cutoff scores for each academic area, and related course placement recommendations and requirements; course descriptions; data tables; and a review of related research are included. (PAA)

ED 341 445 JC 920 108

Cornish, Nancy M.
User Satisfaction and Service Transactions for a Reference Department in an Illinois Community College Learning Resources Center.
PUB DATE- Dec 91
NOTE- 48p.; Library and Information Studies paper, Northern Illinois University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; Community Colleges; Librarians; Library Personnel; Library Planning; Library Services; Library Statistics; Library Surveys; Literature Reviews; Questionnaires; Reference Materials; *Reference Services; Statistical Surveys; *Two Year Colleges; User Needs (Information); Users (Information); *User Satisfaction (Information)

Users of the reference library at Blackhawk Community College (Illinois) were surveyed to determine user satisfaction and the total number of transactions. The survey's objective was to pinpoint problem areas, supply objective information, develop guidelines and standards, and support needed improvements or the continued maintenance of good service. The reference librarian recorded the number of reference transactions on certain days, and clients of the reference department were asked to complete surveys to determine user satisfaction. Questions focused on the relevance of the information provided, the satisfaction with the amount of information provided, the completeness of the answer received, the helpfulness of the staff, and satisfaction with the reference transaction. Existing literature on library studies is reviewed, noting in particular the lack of national standards for reference departments. Study findings, based on an 89% response rate to the client survey (N=158) and an analysis of 225 reference service transactions on 7 days, included the following: (1) by far the largest number of reference clients were Blackhawk College students, although many users came from the state university; (2) the largest number of requests were for help on course work, while research questions produced the second highest number of requests; (3) most users were satisfied with the information and helpfulness of the staff, with the level of satisfaction averaging over four on a five-point scale in all categories; (4) most questions were asked between 9 a.m. and 7 p.m.; and (5) most questions were simple enough that non-professional staff members, rather than professional librarians, could answer them, leaving librarians more time for professional activities. The survey instrument and statistical tally sheet are included. (DJD)

ED 341 446 JC 920 109

Teaching for Development: A Handbook for Instructors. 1992 Edition.
PUB DATE- 92
NOTE- 70p.; For earlier edition, see ED 322 943.
LANGUAGE- English

provision for an inquisitive, cooperative, safe, and nurturing atmosphere for learning. Students' psychosocial needs must be addressed before their cognitive needs, so that students will enjoy learning and become life-long learners. Montessori education has developed two sets of practices with regard to teacher preparation and classroom environment that facilitate student-centered environments. Montessori teacher education programs focus on training teachers in observational skill and child development. Teachers are educated in developmental levels and in matching appropriate skills and activities to levels. Appropriate materials facilitate the development of physical, intellectual, and social independence. Characteristics of the Montessori classroom include: teachers who are educated in the Montessori method; partnership with the family; a multi-aged, multi-graded, heterogeneous grouping of students; a diverse set of Montessori materials, activities, and experiences; a schedule that allows time for problem solving; connections between knowing and creating; and a classroom atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development. The paper concludes with comments regarding the positive aspects of multi-age grouping. (SH)

ED 341 463 PS 020 174

Denny, Merry
Moving toward a Primary Program: A Self-Study.
PUB DATE- Aug 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Classroom Environment; Continuous Progress Plan; *Educational Cooperation; Instructional Materials; Parent Participation; *Primary Education; *Program Evaluation; *Program Implementation; *Student Evaluation; Teacher Evaluation
IDENTIFIERS- Authentic Assessment; *Developmentally Appropriate Programs; *Kentucky; Learning Environments; Multi Age Grouping; Partnerships in Education; Teacher Partnerships

The attributes of Kentucky's Primary Program are developmentally appropriate practices; multi-age classrooms; continuous progress; authentic assessment; qualitative reporting; professional teamwork; and parent involvement. This document serves as a guide for teachers who wish to make changes concerning these attributes as they relate to four specific areas of education. These areas are considered in four sections of the document, each of which provides a checklist of attitudes and activities relating to the area. The sections are: (1) The Learning Environment, containing statements on program philosophy and organization, learning tools, and scheduling; (2) Developmentally Appropriate Curriculum, including statements on philosophy, integrated curriculum, varied instructional strategies, and multi-age groupings; (3) Educational Partnerships, including partnerships between teachers and other teachers, assistants, specialists, principals, parents, and the community; and (4) Assessment, containing statements on student assessment and recording methods, assessment of teachers, and program assessment. A score sheet and school practices profile are included for measuring the results of the checklists. Appendixes include semester, 11 students enrolled. Interviews with students conducted after the completion of the course revealed their positive reaction to the parent's role in the course. Two bibliographic items are cited. Appended materials include copies of the interview questions with a sampling of students' responses, and a personal manifesto on the relationship between parents and professionals. (BC)

ED 341 482 PS 020 264

Partridge, M. Elizabeth; And Others
The Effects of Daily Opportunities To Draw and Write on Kindergarten Children's Ability To Represent Phonemes in their Spelling Inventions.
PUB DATE- 9 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Denver, CO, November 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Freehand Drawing; *Free Writing; *Invented Spelling; Kindergarten; *Kindergarten Children; Language Experience Approach; Literacy; *Opportunities; *Phonemes; Preschool Education; Primary Education; Quasiexperimental Design; Reading Writing Relationship; Teaching Methods; Whole Language Approach; Writing Processes
IDENTIFIERS- Developmentally Appropriate Programs; Emergent Literacy; Gesell School Readiness Test; *Phonemic Awareness

This quasi-experimental study measured the effects of daily opportunities to draw and write on kindergarten children's ability to represent phonemes in their spelling inventions. All students involved in the study had previously been tested using the Gesell School Readiness Screening Test and placed in developmentally appropriate kindergarten programs. A total of 88 kindergarteners in 4 classes (2 developmentally younger and 2 developmentally older) participated in the study. Children in the experimental groups received daily opportunities to draw and write, while those in the control group received weekly opportunities. During the study, both treatment and both control groups continued their regular program of study: a whole-language approach which included shared-book activities, language experience activities, and exposure to the writing process. Results indicated that kindergarten students' daily participation in discussions about books, and in language and writing activities, was effective in enhancing their phonemic representations in spelling inventions. When compared with kindergarten children who participated in writing activities only once a week, subjects in the experimental group who wrote daily scored significantly higher in their invented spelling ability. Appended are 11 references and related materials. (Author/GLR)

ED 341 483 PS 020 266

The State of the Child.
PUB DATE- Jan 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Student Attitudes; Teacher Attitudes; Teacher Education; Teacher Role; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *New Zealand

The purpose of this study was to describe and evaluate the operational theories of six early childhood teachers in a child care center and kindergarten in New Zealand. It is suggested that teacher educators have a responsibility to address the significant gaps in some teachers' theoretical accounts of their own practice, and that practice is most effective when teachers are able to make their beliefs explicit. The teachers' beliefs and practices were explored from the viewpoints of the children, the teachers, and the observer. Observation of four target children in each of the settings was followed by a series of interviews with teachers and children. The data were coded and analyzed. Although the teachers appeared to have many common beliefs, there were individual differences, more in what was done than what was said. Provided are a synthesis of the teachers' beliefs, a discussion of the adequacy of their theories, and an overview of implications for teacher education. It is concluded that teachers must be articulate advocates for their work with young children, and that teacher educators best support this process by becoming partners with teachers in dialogue that informs and transforms practice. Appended are 17 references. (GLR)

ED 341 501 PS 020 296

Taylor, Linda
The Parent Component of the Kindergarten and Elementary Intervention Project (KEIP).
PUB DATE- Aug 91
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Grade 1; *High Risk Students; Individual Differences; Kindergarten; *Mental Health; *Parent Participation; Primary Education; Program Descriptions; Social Support Groups; Spanish Speaking; Staff Development; *Student Adjustment; Volunteers
IDENTIFIERS- Latinos; Los Angeles Unified School District CA

This paper describes an experimental early intervention program called the Kindergarten and Elementary Intervention Program, which provides support for at-risk students, their parents, and teachers. It aims at the improvement of early school adjustment through approaches designed to accommodate a wide range of individual differences; improve and augment regular support; and provide specialized staff development and intervention. The program has three components: volunteers to help targeted students, teacher consultation, and parent involvement. Although the volunteer and consultation components are described in this paper, the focus is on parent involvement, which emphasizes parents' efforts to deal with the school adjustment and other potential problems of identified students. The goal is to help parents understand the problems manifested by their child; ways to handle parenting dilemmas; and ways in which the school and parent can work together to prevent and deal with problems. Parent involvement is encouraged by recruitment of parents as volunteers, and by special conferences and parent discussion groups. The program also though they demonstrated the ability to reject the perpetrator and leave the situation. One explanation was that young children's responses are less cognitively based and more affectively based. It was concluded that programs must be more finely tailored to the needs and developmental capabilities of younger preschool children and that current methods of teaching the NO, GO, TELL skills may be inadequate. Contains 11 references. (LB)

ED 341 520 PS 020 327

Locke, Myra S.
Increasing Homework Productivity in Third Grade through On-Site Supervision.
PUB DATE- 91
NOTE- 68p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assignments; Basic Skills; Cooperative Learning; Educational Improvement; *Family School Relationship; *Grade 3; *Homework; Learning Strategies; Library Role; Parent Attitudes; Parent Student Relationship; Primary Education; *Productivity; Self Esteem; Spanish Speaking; Student Attitudes; *Student Responsibility; *Teacher Role

The purpose of this practicum was to increase homework productivity and reinforce basic skills in a third-grade class. Other objectives were to relieve the burden of parents who were unable to help their children with homework and to improve communication between parent, teacher, and child. Homework assignments were made daily by the teacher. Children were given 30 minutes every school day to complete their homework. They were able to seek the aid of the teacher, use the library, and work in cooperative groups in order to complete the task. Children were tested weekly to determine whether homework completion had led to basic skills improvement. Parents received information about test scores every 2 weeks. Results of the practicum were positive. Homework productivity increased sharply, and weekly testing showed increased knowledge in the areas reinforced by homework completion. Unexpected outcomes revealed the development of self-esteem, and mutual admiration and respect. On-site homework completion gave children time to engage in more leisure time reading. Parents were happy with positive feedback regarding homework completion, and children received positive and meaningful communication from parents. It is recommended that educators examine new approaches to the problems related to traditional homework assignments. A list of 13 references and related materials is appended. (GLR)

ED 341 521 PS 020 328

Orenstein, Fran
Implementation of an Intergenerational Program To Reduce Staff Turnover and Increase Qualified Personnel in Preschool Programs.
PUB DATE- 91
NOTE- 48p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrators; *Child Caregivers; *Day Care Centers; Educational Innovation; Employment Practices; Family Day Care; *Intergenerational Programs; Job Training; *Occupational Information; Older Adults; Preschool Education;

back and forth between the reservation and family in urban areas; (6) competition with other minority groups for funding and administrative awareness; (7) difficulties in identification of Indian students; (8) the development of Indian gangs in some urban areas; and (9) the need for Native Americans to learn how to influence the "system" at local, state, and federal levels. Also discussed were possible sources of funding for urban Indian education; ways to make that funding more effective; and urban Indian programs that focus on tutoring and remediation, cultural activities, and community networking. (SV)

ED 341 538 RC 018 552

Parental Involvement. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 15p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; *American Indian Education; American Indians; Cultural Education; Elementary Secondary Education; Hearings; Parent Influence; *Parent Participation; Parents as Teachers; *Parent School Relationship; Parent Student Relationship; Primary Sources
IDENTIFIERS- *Parent Empowerment

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues related to parent participation in American Indian education. Issues and problems were in the areas of: (1) the importance of parent involvement for student achievement; (2) the need to empower parents who are intimidated by the school system; (3) parent responsibility for teaching culture; (4) institutional barriers to parent involvement, including failure of the school system to be aware of cultural factors or family situations; (5) insufficient funding for community liaison; (6) the need for parent training; (7) racism and lack of cultural sensitivity in the curriculum; and (8) the need for parent and community advocacy to ensure the teaching of Native culture and languages. Also discussed were effective programs and strategies for involving parents, including the development of trust between parents and school; outreach into the community by administrators and teachers; a home-school festival for informal contact between parents and teachers; welcoming parents into the classroom; recreational or cultural activities as an element of parent meetings or school sponsored family events; newsletters; and school-provided transportation. (SV)

ED 341 539 RC 018 553

Partnerships of Schools, Tribes, Communities, Parents, and Businesses. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).
PUB DATE- 15 Oct 90
NOTE- 12p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.

includes 11 samples of computer program lessons designed to enhance the teaching of secondary school mathematics. An introductory section includes the purpose and rationale for this series of software programs, the role of the computer in school mathematics, and contact information for availability of programs. An outline of the specific topic, the description of the program sequence, the required mathematical background, the program uses, the suggested homework assignments, and a pedagogical commentary are included for each of the following program topics: (1) the sine relationship in the first quadrant; (2) the cosine relationship in the first quadrant; (3) the sine and cosine relationships in all quadrants; (4) the linear combination of sines and cosines; (5) the inverse of a parabola; (6) the inverse of the sine function; (7) the straight line; (8) the upright parabola; (9) more graphs of parabolas; (10) the absolute value function and its graph; and (11) general parameters for graphing functions. (JJK)

ED 341 557 SE 052 485

Greenwell, Raymond N.
Problem Solving via Pascal, with Data Structures. Dissemination Packet--Summer 1989: Booklet #4.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 52p.; For related documents, see SE 052 482-490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Evaluation; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Program Descriptions; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY; *PASCAL Programing Language

This booklet is the fourth in a series of nine from the Teacher Training Institute at Hofstra University (New York) and provides descriptive information about the introductory course in Pascal programing with emphasis on the solving of problems found in the advanced-placement computer science curriculum of secondary school mathematics. Included in this booklet are: (1) the instructor's evaluation of the behavioral aspects and affective observations gleaned from his 3 years of participation in this program, as well as proposals for program improvement; (2) a short appraisal of the program and comments from one participant; (3) the course outlines for each year; (4) a sampler of homework assignments, class notes, and computer programs used in the courses; and (5) the examinations used in the courses with some handwritten solutions. An extensive sample of the instructor's and the participants' course project solutions using Pascal programs can be found in booklet #5 in this series (SE 052 486). (JJK)

ED 341 558 SE 052 486

Greenwell, Raymond N.
Pascal: Solutions to Projects. Dissemination Packet--Summer 1989: Booklet #5.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89

Revisiting Mathematics Education: China Lectures.
PUB DATE- 13 Jun 91
NOTE- 199p.; Mathematics Education Library Series, Volume 9. For related documents, see SE 052 585-587.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Concept Formation; *Discovery Learning; Elementary Secondary Education; Heuristics; *Learning Processes; *Mathematical Concepts; *Mathematical Models; *Mathematics Education; Models; Teaching Methods
IDENTIFIERS- Constructivist Learning; Guided Discovery Approach; *Mathematical Structure; Mathematics Education Research

This book represents a compilation of the views and ideas of the late Hans Freudenthal, representing his last major contribution to the field of mathematics education. Rather than a presentation of new views, Freudenthal selected and streamlined old ideas, many gathered from his lectures in China, and formed a review of questions and issues in mathematics education. The book is divided into three chapters. Chapter 1, "Mathematics Phenomenologically", explores different aspects of mathematics: What is Mathematics?; "Didactical Principles", discusses the organization of the teaching/learning processes relevant to mathematics, and is divided into four subsections: (1) Guided Reinvention; (2) Bonds with Reality; (3) Learning Processes; and (4) Long-term Learning Processes. Finally, chapter 3, "The Landscape of Mathematics Education", explores the theoretical foundations of mathematics education, and relates it to the current research and practice in the fields in three subsections: (1) Theory of Mathematics Education; (2) Research in Mathematics Education; and (3) Practice of Mathematics Education. Included is a list of the author's publications on mathematics education containing 201 entries. (MDH)

ED 341 577   SE 052 702

Niskern, Diana, Comp.
Freshwater Ecology. LC Science Tracer Bullet.
PUB DATE- Aug 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Books; *Ecology; Library Materials; Periodicals; Reference Materials; *Resource Materials; Science Education; *Water Resources
IDENTIFIERS- *Freshwater Systems; Wetlands

Freshwater ecosystems include lakes, ponds, streams, rivers, and certain types of wetlands. This literature and resources guide is not intended to be a comprehensive bibliography on freshwater ecology; the guide is designed--as the name of the series implies--to put the reader or student "on target." Other literature guides related to freshwater ecology are Acid Rain (LC Science Tracer Bullet 86-11), Algae (LC Science Tracer Bullet 88-1), and Environmental Science Projects (LC Science Tracer Bullet 90-2). Sections of this bibliography include: (1) introductions to the topic; (2) subject headings used by the Library of Congress, under which books on freshwater ecology can be located in most card, book, and online catalogs; (3) basic texts; (4) specialized titles; (5) titles suitable for nature study or environmental education; (6) handbooks and dictionaries; (7) bibliographies; (8) state-of-the-art reviews and conference proceedings; (9) government publications; (10)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Curriculum Evaluation; Educational Assessment; *Educational Needs; Elementary Schools; Elementary Secondary Education; High Schools; Magnet Schools; Middle Schools; *Program Evaluation; *School Districts
IDENTIFIERS- Des Moines Public Schools IA

Summarizing an evaluation of the kindergarten through grade 12 art program of the Des Moines (Iowa) Independent Community School District (DMICSD), this volume looks at the art program's purpose, context evaluation, input evaluation, process evaluation, product evaluation, and future plans. Art is included without option in the DMICSD elementary school curriculum and is taught to all children from kindergarten through grade 5. Art is a required course in grades 6 and 7 and is offered as an elective course in grades 8 through 12. The art program is activity centered and directed according to specific learning outcomes outlined in the "K-12 Curriculum Guide" (K-12 ACG). The current art program is staffed by 55 certified art teachers, 1 art supervisor, and 1 secretary. The art supervisor's role is defined. The art program's needs consider six areas: the perceived devaluing of art education; the lack of sufficient staff numbers to meet student needs; a lack of instructional resources; the need for staff development opportunities for improved instruction; inequitable facilities for all students; and disparities in funding for materials and supplies. Recent accomplishments and improvements include staffing of all elementary school buildings, developing the slide library, and revising and distributing the K-12 ACG. The recommendations proposed are: a longer day or alternative scheduling; a fine arts requirement; additional staff and resources; staff development including staff meetings; improved facilities; and equitable funding. Lists of sample art objectives, secondary school equipment needs, staff-to-student ratios, elementary school equipment ordered in 1989-90 and the North Central Association evaluation of the East High School are provided in the appendices. (RLC)

ED 341 600 SO 021 669

Duea, Joan; And Others
Australia: An Instructional Unit for Elementary Grades.
PUB DATE- 90
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Education; Foreign Countries; Foreign Culture; Global Approach; *Instructional Materials; Learning Activities; Multicultural Education; *Social Studies; Student Educational Objectives; Teaching Methods; Units of Study
IDENTIFIERS- *Australia

Designed to provide elementary teachers with materials for the study of Australia, this unit contains 19 lessons that include objectives, materials, procedures, suggested extension activities, and answer keys where needed. Following the 19 lessons are blackline masters for teacher transparencies, student worksheets, and extension activities. A 19-item bibliography also is provided. The lesson titles are: (1) What We Know about Australia; (2) Locating Australia; (3) Countries and Water Surrounding Australia; (4) States, Territories, Capitals, and National Capital; (5) Geography; (6) History; (7) Aborigines; (8) Government and Symbols; (9) Cities; (10)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Grade 5; *Historiography; History; *History Instruction; Intermediate Grades; Interviews; *Social Studies; *Student Attitudes; Student Reaction; United States History

Prior to their first curriculum unit (on history and the work of historians) in an American history course, three classes of fifth graders stated what they knew (or thought was true) about history and what they wanted to learn about it. After the unit, they reported what they had learned. In addition, a stratified sample of 10 students was interviewed concerning the details of their thinking about several key subtopics. The data indicated that most of the students entered fifth grade knowing that history has to do with the past, although many of them harbored the misconceptions that history was limited to the exploits of famous or important people or to events that occurred long ago. The students did not know much about how historians work, tending to confuse them with archeologists. They also did not appreciate the degree to which history is an interpretive discipline. Most were at a loss when asked why they study history or how history might help them in their lives outside school. Following the unit, the students' knowledge of and thinking about history had become notably more sophisticated. Even so, certain misconceptions still persisted in some of the students and all of them still had difficulty understanding how they might use historical knowledge in their lives outside of school. (Author)

ED 341 622 SO 021 875

How Federal Spending for Infrastructure and Other Public Investments Affects the Economy.
PUB DATE- Jul 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; Economic Impact; Economic Research; *Economics; *Federal Government; Federal Programs; *Government Role; *Investment; Public Policy; *Public Sector

Despite pressures for reducing the overall spending of the federal government, some policymakers and analysts have considered increasing the funding for particular areas that might be especially important to the long-term growth of the economy. Increases have been proposed in spending for highways and other types of physical infrastructure, for education, and for research and development. At the request of the Rules Committee of the House of Representatives, the Congressional Budget Office (CBO) has prepared this study of the economic effects of federal investment spending. In particular, this study examines the effect on the economy of three broad classes of federal investment spending: physical infrastructure, including programs for transportation and environmental facilities; human capital, including programs that increase the skills and productive knowledge that people bring to their jobs; and intangible capital, such as research and development. Within each of these categories, the study examines trends in spending, discusses the rationales for that spending, and reviews evidence on the contribution of public investment to economic performance. The section on "Federal Investment in Human Capital" (p.48-58) covers federal outlays for education. In keeping with CBO's mandate, the study contains no to help the new teachers gain success, to develop a support system for new teachers, and to serve as a facilitator not as an evaluator. The program format consisted of a roundtable discussion on a monthly topic. Participants were seven newly-hired elementary and secondary teachers. Appendices include samples of two data collection instruments used in the 8-month program: "Monthly Teacher Diary" and "Teacher Induction Program Evaluation." The teachers' responses to items found on these instruments are analyzed. (IAH)

ED 341 643 SP 033 355

Seidman, I. E.; And Others
East Longmeadow/University of Massachusetts Professional Development School Project.
PUB DATE- Sep 91
NOTE- 10p.; For related documents, see SP 033 337-339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Higher Education; High Schools; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Mentors; Middle Schools; *Preservice Teacher Education; *Program Development; Teacher Role
IDENTIFIERS- East Longmeadow School District MA; *Professional Development Schools; University of Massachusetts Amherst

The East Longmeadow/University of Massachusetts Professional Development School project is a school district/university collaborative for teacher preparation. A goal of the program is to bridge the gap between a university-based school of education and public schools in preparing new teachers. To accomplish this goal the collaborative has developed a clinical site as part of a high school/middle school teacher education program. The basic components of the program are: (1) placement of a cohort of student teachers at the professional development school (PDS) site; (2) developing a community of mentors; (3) on-site instruction for the student teachers and the mentor teachers; (4) planning, assessment, and training workshops; (5) exchange of faculty resources; (6) professional development projects; and (7) dissemination of knowledge gained from activities of the project, including assisting other higher education institutions to develop PDS projects. (IAH)

ED 341 644 SP 033 362

Baron, Eleanor; Rusnak, Timothy
Math and Science Professionals Are Becoming Teachers: The Duquesne Model.
PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Summer Workshop of the Associatioon of Teacher Educators (Towson, MD, August 5-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Career Change; *Clinical Supervision (of Teachers); College School Cooperation; Elementary Secondary Education; Higher Education; Mathematics Teachers; Nontraditional Students; *Preservice Teacher Education; Program Descriptions; Science Teachers; *Teacher Education Programs; Teacher Recruitment; Urban Schools

referred to as the Professional Life Span Model, was used for the teacher education knowledge base at the University of Mississippi. The model is a framework within which six dimensions (psychological, social, physical, vocational, moral, and aesthetic) of students are nurtured in order to produce self-sustaining, adult, professional instructional leaders. The knowledge bases are drawn from general studies, specialty studies, learning environments, and educational processes. Two figures illustrate the model and reflect the sequence of application of program content and related field experiences. (LL)

ED 341 663 SP 033 549

Lacour, Eileen D.; Wilkerson, Trena W.
Efficacy in Education: A Synopsis of the Literature.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Concept Formation; Elementary Secondary Education; Higher Education; *Individual Power; Literature Reviews; *Self Efficacy; *Teacher Education Programs; Teacher Persistence; Teaching Experience; Theory Practice Relationship

The term efficacy is broadly defined as the power to produce effect. Since 1977, with the advent of the concept of self-efficacy, research has attempted to establish the type and strength of the relationship between the concept and the education profession. The purpose of this document is to provide a conceptual, theoretical, and integrated review of available research literature on efficacy in teaching. Literature is reviewed on several variables: teaching behavior; student teachers; stress; demographic characteristics; student outcomes; and teaching experience. The paper provides an overview of theoretical bases and suggests an appropriate definition for use in education. It presents findings relative to personal variables, student outcomes, teaching behaviors, and system considerations. Appropriate questions are examined and implications for further research are addressed. (42 references) (Author/LL)

ED 341 664 SP 033 550

Whelan, Carol Scott; And Others
A Comprehensive Evaluation of the 1990-91 Model Career Options Program.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Chicago, IL, November 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Models; *Pilot Projects; *Program Effectiveness; *Program Evaluation; Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Career Options Research and Development; Louisiana

This publication provides evaluative information to decision makers at the state and local levels to assist in making judgments about the extent to which the goals of the Model Career Options Program (MCOP) were attained. The MCOP goals are: (1) to provide an opportunity for teachers to expand their teachers in their own classrooms. This study investigated the learning of two teachers who participated in the program from 1987 to 1989. The study focused on: (1) what each teacher brought to the program; (2) each teacher's experience of the program itself; and (3) changes in each teacher's visions and practices over two years. The teachers' experiences illustrate the ways in which individuals create their own "patchworks" of practice as they merge prior knowledge and experience with the new ideas presented to them as learners and teachers of mathematics. While the two teachers responded quite differently to the Institute experience and the intensity of the challenges it posed, both found the support and respect they needed to begin changing their practices. The contrast between these two cases points up a paradox inherent in teaching teachers: how to effect significant and specific changes in mathematics teaching while acknowledging that teachers themselves need to be active constructors of their knowledge and practice. (Author/LL)

ED 341 683 SP 033 574

Enger, John M.; And Others
Severity of Disciplinary Incidents Contrasted between Principals and Teachers at Elementary and Secondary Levels.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Comparative Analysis; *Discipline Policy; Elementary School Students; *Elementary School Teachers; Elementary Secondary Education; *Principals; Secondary School Students; *Secondary School Teachers; *Teacher Responsibility
IDENTIFIERS- Behavior Descriptions; *Rank Order

This study was conducted to assess principal and teacher perceptions of who is responsible for handling selected disciplinary incidents at the elementary and secondary levels; and to order these situations from the most to the least severe. It was hypothesized that the more severe incidents were perceived to be the principal's responsibility and the least severe the teacher's. A set of 24 situational vignettes was developed to cover a variety of disciplinary incidents encountered in schools. A random sample of principals and teachers at the elementary and secondary levels was asked to rank the severity of disciplinary situations. Analysis of the four respondent groups revealed disciplinary situations where principals and teachers agreed and disagreed. Findings suggest that when specific areas of disagreement between administrators and teachers can be pinpointed, procedures can be developed to accommodate this ambiguity of responsibility. In developing policies and determining responsibilities for handling discipline problems, the role of the student should not be overlooked. Further research should include student perceptions on the issue. (LL)

ED 341 684 SP 033 575

Hogge, James; Murrell, John
Exploring Values Underlying the Assessment of Teaching Competence: An Application of Social Judgment Theory.
PUB DATE- Nov 91

program. Analyses of variance and covariance, two post hoc analyses, and a discriminant analysis were conducted. Results indicate that mastery of the tasks of vocational identity crystallization and occupational choice specification, as operationally defined by the VIS, do not predict coping with the implementation task for a homogeneous sample of college students intent on entering medical school. Moreover, data raise the issue that the VIS may be insensitive to foreclosure in the vocational decision-making process. One table contains study data, and a 19-item list of references is included. (SLD)

ED 341 703 TM 017 851

Fox, David G.; And Others
Utah Statewide Educational Assessment 1975-1990. General Report and Executive Summary.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Dec 90
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Demography; *Educational Assessment; Grade 5; Grade 11; Graphs; High Schools; Intermediate Grades; Program Evaluation; *Public Schools; School Statistics; Standardized Tests; *State Programs; State Surveys; *Student Evaluation; Tables (Data); *Testing Programs; Test Results
IDENTIFIERS- *Utah Statewide Educational Assessment Program

The "General Report" and "Executive Summary" provide information about the performance of the public school system of Utah. The Utah Statewide Educational Assessment (USEA) Program began in 1975 and has continued every 3 years through the April 1990 assessment, to be replaced in fall 1990 by a new testing program. The new program will test all students at grades 5, 8, and 11. The USEA provides information in the following areas: (1) achievement by Utah students; (2) how demographic factors influence achievement; and (3) instructional practices that result in high student achievement. The "General Report" presents the procedures and results of the sixth USEA in 1990. The "Executive Summary" summarizes the procedures and results of the sixth USEA and highlights changes and recommendations for change. Both volumes provide data on student outcomes, school classifications and student demographic characteristics, and perceptions of educational processes. The 1990 USEA tested over 5,000 fifth graders in 65 elementary schools and over 2,500 11th graders in 32 high schools. At the fifth-grade level there were five significant positive changes since 1987 and two areas of decline (language expression and academic learning time). For grade 11, four areas showed significant gains, and none declined. The "General Report" contains 38 exhibits, primarily student scores, a list of 17 references, and 1 appendix of 1990 data. The "Executive Summary" lists 12 references and contains 9 exhibits. (SLD)

ED 341 704 TM 017 868

Lin, Thung-Rung; Doyle, Teresa
Self-Assessment as Criterion in the Validation of a Paper-and-Pencil Test for School Bus Driver Trainees.
PUB DATE- Jun 91
NOTE- 25p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment

"Uncertainty Reduction in Retail and Public Safety/Private Security Screening"; (8) "IPI and MMPI Predictions of Counterproductive Job Behaviors by Racial Group"; (9) "Validation of Police Officer Recruit Candidates' Self-Reported Drug Use on the Inwald Personality Inventory"; (10) "Personality Characteristics of Police Officers Who Continue or Terminate Employment Within Eighteen Months of Hiring"; (11) "A Redundancy Analysis for the Inwald Personality Inventory and the MMPI"; (12) "The IPI and MMPI as Predictors of Academy Performance for Police Recruits"; (13) "Correction Officer Job Performance as Predicted by the IPI and MMPI. A Validation and Cross-Validation Study"; (14) "A Longitudinal Validation Study of Correction Officer Job Performance as Predicted by the IPI and MMPI"; (15) "Role of IPI and MMPI as Predictors of Correction Officer Job Performance by Race"; (16) "Seven-Year Follow-Up of Officer Terminations Predicted by Psychological Testing"; (17) "A Comparison of the Inwald Personality Inventory (IPI) Scores of Police Recruit Applicants With and Without a History of Psychiatric Disturbance"; (18) "Predicting the Performance of Private Security Personnel with the IS3 & HPP/SQ"; (19) "The Use of the MMPI and IPI in Police and Correctional Officer Selection"; (20) "Internal Consistency and Predictive Validity of the Inwald Personality Inventory"; (21) "IPI and HPP/SQ Predictions of Peer Ratings and Class Standing"; (22) "Role of a Personality Screening Measure To Identify On-Job Behavior Problems of Correction Officer Recruits"; and (23) "Personality and Performance Sex Differences of Law Enforcement Officer Recruits." (SLD)

ED 341 722 TM 017 913

Comprehensive Assessment Report Reference Group Summaries, October 1991. Part 1 and Part 2.
PUB DATE- Oct 91
NOTE- 293p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Control Groups; *Educational Assessment; Elementary Secondary Education; Minimum Competency Testing; Program Evaluation; *Reference Groups; School Districts; *School Statistics; *State Programs; Student Evaluation; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- Comprehensive Examinations; *New York; New York State Regents Examinations; Pupil Evaluation Program

The reference group summaries for the data from the October 1991 Comprehensive Assessment Reports for New York State are presented in two separate booklets, Part 1 and Part 2. The purpose of the reference group summaries is to enable school administrators to compare the data for their schools and school districts with those for the various reference groups in New York. Part 1 provides reference group summaries for the 1990-91 school year for: (1) the Pupil Evaluation Program tests (Section A); (2) the program evaluation tests in science and social studies (Section B); (3) the preliminary competency tests (Section C); and (4) the second language proficiency examinations (Section D). Part 2 contains the following: (1) reference group summaries for the Regents' competency tests (Section E); (2) reference group summaries for the Regents' examinations (Section F); (3) summaries for the occupational education proficiency examinations (Section G); (4) high school graduation reference group data (Section H); (5) racial and ethnic group data (Section I); (6) attendance, dropout, limited

Board of Education (SBE) committee to facilitate partnerships among black organizations to identify concerns of black learners; (2) encouragement of school and community collaboration for early childhood and parent education; (3) adoption of a multicultural gender-fair curriculum rule; (4) adoption of the Policy on Quality Integrated Education and the revision of the Policy Statement on Educational Leadership Roles for the Minnesota Department of Education and SBE in Providing Equal Educational Opportunity; (5) funding of scholarship programs for black students who pursue a career in education; (6) adoption of mastery testing at each elementary school grade level; and (7) requirement of more extensive race relations and sensitivity training for teacher certification. Recommendations for local districts focus on the following areas: (1) employee performance appraisal; (2) black parent advocates; (3) reflecting community racial diversity on district committees; (4) preparation of action plans for improvement based on current data about race; and (5) training for all school employees in cross-cultural communications. Additional data, including a 70-item bibliography, are given in 9 appendices. (SLD)

ED 341 740   UD 028 356

Walter, Kate
Chance To Succeed: An After School Tutorial Program. A Report on a Project at P.S. 61, New York City, Supported by the Plan for Social Excellence, Inc.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *After School Programs; Asian Americans; Computer Assisted Instruction; Elementary Education; *Elementary School Students; High Schools; High School Students; Hispanic Americans; Homework; Minority Groups; *Peer Teaching; Program Descriptions; Supplementary Education; *Tutorial Programs; *Urban Schools; White Students
IDENTIFIERS- *New York City Board of Education

This report describes an after-school tutorial program in which fifth- and sixth-grade tutors at Public School 61, situated in the heart of the Lower East Side of Manhattan, New York City, tutor third and fourth graders. The Chance To Succeed Program was developed by assistant principal I. Kushner. It begins in November and ends in June, and runs for one hour after school Monday through Thursday. The first half hour is spent on homework; the second half hour is spent in independent reading or working on personal computers at language arts games or compositions. Tutoring training for the older students precedes the November start. In its first year, the program included 25 third and fourth graders and 9 tutors; later, however, it became necessary to add tutors from a nearby high school because of the demand. These high school students then served as role models for the fifth and sixth graders. The diverse ethnic backgrounds of the high school students, who were Asian, Hispanic American, and Caucasian, helped both tutors and tutored students cross racial and ethnic barriers. Responses from parents, teachers, school administrators, and students have been positive; and the standardized test scores of fourth graders soared, with an overall gain of 68%. The Chance To Succeed Program has been recognized by the school system and is being implemented in other schools. (SLD) students on black campuses even more difficult in the future, and that these colleges will need to be more sophisticated than ever before in their recruitment and admissions techniques if they are to be considered equals among their competitors. Contains 25 references. (GLR)

ED 341 299 HE 025 182

Lindquist, Victor R.
Trends in the Employment of College and University Graduates in Business and Industry. The Northwestern Lindquist-Endicott Report, 1991. Forty-Fifth Annual Report: A National Survey of 320 Well-Known Business and Industrial Organizations.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; Career Choice; *College Graduates; Comparative Analysis; Employment Interviews; *Employment Projections; Higher Education; *Job Placement; Labor Supply; Masters Degrees; National Surveys; *Personnel Needs; *Personnel Selection; Recruitment; *Salaries; Trend Analysis

This report presents survey data, collected from 320 companies, concerning personnel practices and policy related to the employment of college and university graduates. Economic questions specific to the respondents and topical questions of general interest are also presented. The number of companies hiring graduates in 10 bachelors' level and 6 masters-level fields are presented. Among the findings are: (1) that 40 percent of the corporations will increase their hiring at the bachelors level, and 42 percent will be reducing hiring goals; (2) that engineering demand is up 1 percent, while other majors are down 25 percent; and (3) that while 38 percent of the corporations will visit fewer campuses, 24 percent will be on more campuses talking to larger numbers of graduates. In addition, it is reported that salaries for the new graduate are being raised overall by 4 percent. Specifically, engineering salaries for bachelors and masters degrees are up by 4.4 percent, and the computer science master degree major is improving by 5.4 percent. It is noted that employers value the ability to use the personal computer for analysis and other functions, that this demand is growing faster than expected, and that this skill be will utilized throughout one's professional career. Finally, it is reported that the monies and time now spent to screen or qualify an applicant continues to grow. (GLR)

ED 341 300 HE 025 192

Creswell, John W.; And Others
Dimensions of Balance in an Administrator's Life.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - Serials (022)

(141)
DESCRIPTORS- Comparative Analysis; Comparative Education; Developing Nations; *Educational Change; *Educational Improvement; *Educational Needs; Enrollment; Higher Education; Job Skills; Labor Force; *Labor Force Development; *Labor Needs; *Modernization; Policy Formation; Secondary Education; Technological Advancement
IDENTIFIERS- China; South Korea

This report assesses the changes occurring in both South Korea and the People's Republic of China regarding educational development. It is noted that with the introduction of advanced technology, both Korea and China have tried to catch up with international developments. Additionally, in order to compete successfully on the world market, both countries have tried to achieve economic reform, together with educational reform, based on free market mechanisms. The report focuses on the manpower availability and development among the citizenry in light of efforts to modernize. Manpower status and demand are presented and compared between the two countries and the following observations are presented: (1) both countries need a higher quality labor force; (2) the manpower supply system needs to be developed in a way that directs greater attention to the quality of higher education; (3) China needs to increase enrollments and to expand facilities in higher education, and Korea needs to formulate a policy to provide support for the improvement of conditions for graduate education in science and technology; and (4) both China and Korea need to increase the numbers of high school students with vocational/technical skills and knowledge. Appendices list 5 goals of China's 1985 Educational Reform Report and 10 recommendations made by Korea's Educational Reform Committee in 1985-87. Contains 25 references. (GLR)

ED 341 319 HE 025 215

Statistical Abstracts, Fall 1990: Instructional Workload, Faculty, and I&DR Costs.
PUB DATE- 90
NOTE- 230p.; Small type used in most of document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Credits; *Expenditure per Student; *Faculty Workload; *Full Time Equivalency; Graduate Study; Higher Education; Intellectual Disciplines; Interaction; *Program Costs; School Statistics; State Colleges; *State Universities; Statistical Analysis; Trend Analysis; Undergraduate Study
IDENTIFIERS- *State University of New York

This publication provides summary analytical reports and graphic displays from the official Course and Section Analysis (CASA) system concerning the instructional workload and the financial resources of academic departments offering courses during the fall 1990 semester within the State University of New York system. Included are six reports. The first four reports display information only for fall 1990, with the fifth and sixth reports showing trend data for 16 years beginning with 1975. The first report provides the full I&DR (Instruction and Department Research) costs on a per credit hour basis for each institution. The second report exhibits the percentage distribution of weekly faculty and weekly student contact hours for several types of instruction. Report number 3 displays for

Goldstein, Michael B.
Technology Transfer and Risk Management.
PUB DATE- Sep 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; Higher Education; Inventions; *Legal Responsibility; Marketing; Patents; Research and Development; Research and Development Centers; *Self Evaluation (Groups); Technological Advancement; *Technology Transfer
IDENTIFIERS- *Commercial Applications; *Risk Management

This pamphlet offers a series of self-assessment guidelines and questions which college and university officials can use to help determine the extent to which they are taking the appropriate measures to reasonably protect the institution's interests, maximize the economic value of technical discoveries made by faculty, and still maintain an appropriate separation between academia and the commercial world. After a brief description of the relationship between universities and technology transfer, activities leading to the commercialization of faculty members' discoveries, and a review of risk assessment in technology transfer, a section on the nature of possible risks follows. Those risks include fiduciary liability, liability arising from negligent conduct (simple negligence and product liability), and contractual liability. The following section discusses how institutions can control those risks by either managing commercialization activities through the structure of the activities or by structuring research and development foundations, commercial spin-offs, and related activities. There follows a discussion of the importance of consistent application of appropriate policies with a checklist for self assessment in this area. A final section examines several models in the context of risk management including an evaluation of the effects of the particular structure on a set of elements that are central to commercialization efforts. (JB)

ED 341 338 HE 025 234

Albrecht, Douglas; Ziderman, Adrian
Deferred Cost Recovery for Higher Education: Student Loan Programs in Developing Countries. World Bank Discussion Papers, No. 137.
PUB DATE- 91
NOTE- 69p.; One of a series of discussion papers issued by the World Bank.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Cost Effectiveness; *Developing Nations; Government Role; Government School Relationship; Higher Education; *Income Contingent Loans; Loan Default; Loan Repayment; Paying for College; *Student Loan Programs; Taxes

This study analyzes the experience of existing higher education student loan programs in developing countries in order to understand their role in fostering cost recovery. Detailed financial analyses of 24 loan programs shows that present value of the repayments collected constitutes a small percentage of the loan value disbursed. In general, developing country loan

Research Utilization; Student Attitudes

This document is one of three texts which comprise the written components of The Responsive College Programme dissemination materials. The program is designed to help colleges in the United Kingdom market themselves and their courses effectively, and this volume, which is freestanding and directed at both the general reader and the specialist, provides the argument underlying the program, in part by presenting the prototypical success story of an imaginary institution called "Phoenix College." The book is divided CE060195 into five sections: (1) "College Marketing:; (2) "Marketing Research"; (3) "Product Development, Promotion, and Selling"; (4) "Quality Control and After-Sales Service"; and (5) "Managers and Marketeers." In the first section, the book discusses what college marketing is and its importance, its costs, its effectiveness, who should do it, and marketing and the responsive college. Topics in the second section include explanations of the marketing research concept, researching competitors, and conducting primary and secondary research. The third section discusses the college course as a product to be sold, and describes the ways of developing, promoting, and selling the curriculum just like any other product. Section 4 examines the evaluation process of college marketing in terms of customer satisfaction, enrollment rates, student retention and progression, and examination pass rates. Finally, the fifth section briefly explores the job of manager and marketeer within the college atmosphere. Numerous color photographies and other color graphics illustrate the text. The appendix provides a description of The Responsive College Programme. Contains an index and 25 references. (GLR)

ED 341 357 HE 025 254

Salaries Scheduled for Higher Education Faculty, 1989-90.
PUB DATE- Jan 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Colleges; Comparative Analysis; Compensation (Remuneration); Data Analysis; Data Collection; Degrees (Academic); Full Time Faculty; Higher Education; *Public Colleges; *Salaries; Surveys; Two Year Colleges; Universities

This report presents results of the annual College and University Faculty Salary Policies Survey. The survey was sent to 1,603 public institutions of higher education in the 50 states and the District of Columbia, of which 1,404 responded for a response rate of 87.6%. Each year, the results of the survey provide information on faculty salary schedules as well as information on minimum and maximum scheduled salaries for each rank and/or preparation level. Among the findings for 2-year public institutions in 1989-90 are the following: (1) almost two-thirds (66 percent) base their salary schedules on academic preparation; (2) 34 percent base their salary schedules on faculty rank; (3) mean maximum salaries range from $21,032 for a bachelor's degree and $21,685 for an instructor to $27,091 for a doctor's degree and $32, 484 for a professor; and (4) mean maximum salaries range from $31,807 for a bachelor's degree and $31,467 for an instructor to $42,286 for a doctor's degree and $48,058 for a professor. For 4-year public institutions the findings include data showing that mean minimum salaries range from $19,801 for instructors to $35,351 for professors, and mean maximum salaries range from $32,227

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; *Computer Literacy; *Elementary School Students; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; *High School Students; *Microcomputers; *National Surveys; Parent Education; Programing; Racial Differences; Sex Differences; Student Attitudes; Use Studies
IDENTIFIERS- Computer Coordinators; *National Assessment of Educational Progress

This report contains the results of a national survey conducted by the National Assessment of Educational Progress (NAEP) during the 1985-86 school year. The report, which attempts to capture the interacting forces influencing computer competence among students, is presented in six chapters: (1) Overview (major findings, significance of this assessment, and importance of computer competence); (2) Assessing Computer Competence (i.e., knowledge of computer technology, computer applications, and computer programming); (3) Attitudes, Instruction, and Access (student attitudes toward computers, experience with computers, computer use in the school, and computer use outside the school); (4) Computer Competence among Subgroups (e.g., gender, race/ethnicity, parental education, public/non-public education, and community and religion); (5) Computer Coordinators (their characteristics, teaching activities, professional experience and training, and professional confidence); and (6) Implications. The major findings of this survey indicate that access to a computer at home is positively related to computer competence; students like using computers; computers are seldom used in subject areas such as reading, math, or science; males demonstrate more competence than females; racial differences exist, favoring white students over black students; computer competence is increased for students whose parents went to college, who attend non-public schools, and who live in the northeast; and many computer coordinators have minimal training in computer studies. Sample survey questions are provided in each area and the results are reported in tables and graphs as well as in narrative form. A description of the methodology of the study is appended. Numerous charts and graphs are included, and a procedural appendix concludes the document. (DB)

ED 341 376 IR 015 376

Holznagel, Donald C.
Distance Education Handbook for the Northwest States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 Aug 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Broadcast Television; Correspondence Study; Curriculum Development; *Distance Education; *Educational Resources; *Educational Television; Electronic Mail; Elementary Secondary Education; Evaluation; Long Range Planning; School Districts; *Telecommunications
IDENTIFIERS- *United States (Northwest)

Developed as a local resource and inservice aid for school districts in the five states of the northwestern United States (Alaska, Idaho, Montana, Oregon, and Washington), this report addresses several needs: the need to plan for technology in the

Monroe, Margaret E.; Heim, Kathleen M.
Partners for Lifelong Learning: Public Libraries and Adult Education.
PUB DATE- Nov 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Federal Aid; Federal Legislation; Librarians; *Library Role; Library Services; *Lifelong Learning; *Literacy; Literacy Education; *Public Libraries
IDENTIFIERS- *Adult Education Act

This booklet was prepared in recognition of the 25th anniversary of the watershed Adult Education Act of 1966, and in acknowledgement of the key role that libraries have played in U.S. adult education throughout the century. Written by library educators, the two commissioned papers that make up the booklet describe the role of public libraries in adult education since 1900. In the first paper, "Beginnings: Public Libraries and Adult Education from 1900 to 1966," Margaret E. Monroe traces the development of literacy education in the context of library adult education from the beginning of the 20th century until 1966. In the second paper, "The Developing Role of Public Libraries in Adult Education: 1966 to 1991," Kathleen M. Heim reviews the contributions of libraries and librarians to literacy, lifelong learning, and adult education over the past 25 years. The booklet concludes with a list of 117 selected readings which relate to the theme of libraries and adult education. (MAB)

ED 341 394 IR 053 889

Library Resources for the Blind and Physically Handicapped. A Directory with FY 1990 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 91
NOTE- 116p.; For the 1990 edition, see ED 330 345.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Cassettes; *Blindness; Braille; *Library Networks; Library Statistics; *National Programs; Nonprint Media; Organization; *Outreach Programs; *Physical Disabilities; *Public Libraries; Regional Libraries; Resource Materials; Tables (Data); Talking Books; User Needs (Information)

A free national library service providing recorded and braille materials is administrated by the National Library Service (NLS) for the Blind and Physically Handicapped in the Library of Congress. With the cooperation of authors and publishers who grant permission to use copyrighted books, NLS selects and produces full-length books and magazines in braille and on audiodisk and cassette. The reading materials are then distributed to a cooperating network of 56 regional and 91 subregional libraries that circulate them to eligible borrowers by postage-free mail. In the first section of the directory, the NLS network libraries and machine-lending agencies are arranged alphabetically by state. Each entry includes the library's address, telephone and FAX numbers, operating hours, name of contact librarian, a thumbnail description of the collection, and information on assistive devices and special group transferred 60 semester hours or more to the SUS; and (5) 68.2% of the transfer students earned a GPA of 2.50 or better while enrolled in the SUS, an increase from 65.4% in 1988. Lists of community college presidents, university presidents, and articulation officers are included. (JMC)

ED 341 412 JC 920 047

Feldman, Marvin
The Community College and Vocational Education: Issues of Access and Retention.
PUB DATE- 14 Nov 91
NOTE- 13p.; Testimony presented before the New York State Assembly Committee on Higher Education Public Hearing (Albany, NY, November 14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Persistence; *Access to Education; Cognitive Style; College Curriculum; College Role; Community Colleges; General Education; Nontraditional Education; *School Holding Power; *Student Attrition; Student Costs; Technical Institutes; Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Fashion Institute of Technology NY

The Fashion Institute of Technology (FIT) in New York has one of the highest student retention rates of any community college in the country, graduating more than 62% of those enrolled. Nationwide, community college retention rates average 35%, and at some colleges, attrition is as high as 70%. While community colleges provide access to education for an increasingly diverse group of students, access on its own means little if students are not retained until they achieve their educational goals. From FIT's perspective, the secret to retention is the provision of vocational and technical education from the student's first day on campus. FIT students begin by studying their chosen specialty and ultimately progress to more general courses after their first 2 years, in contrast to the traditional view of education which regards proper learning as progressing from the general to the specific. At FIT, vocational education is the tool for teaching reading, mathematics, science, ethics, critical thinking, management, and other subjects. Vocational education allows the school to adapt to the learning styles of those who have not succeeded in traditional verbal-style learning. The myth that general education is more valuable than vocational and technical education limits access to those with different learning styles. The results at FIT have been positive; 90% of the graduates available for employment are working full time. The high retention rate at FIT is a result not of being a specialized college, but from providing a vocational/technical education from the start of a student's career. (JMC)

ED 341 413 JC 920 066

Mueller, RoseAnna M.
Teaching Culturally Diverse Students in the Community College.
PUB DATE- Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Community Colleges; *Cross Cultural

Five-Year Follow-up Study," by Dale Purvis and Pamela C. Watkins, which compares the academic performance and persistence of a group of 363 non-remediated students, who had low achievement test scores, to a similar group of 239 remediated students at Georgia Southern College between 1979 and 1984. Data tables and references are included. (PAA)

ED 341 429 JC 920 090

Boylan, Hunter R., Ed.
Characteristics of Developmental Programs.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Community Colleges; *Developmental Studies Programs; *Educationally Disadvantaged; Higher Education; High Risk Students; National Surveys; Postsecondary Education; Program Administration; Program Content; *Program Descriptions; Program Development; *Program Effectiveness; *Remedial Instruction; Two Year Colleges

These three serial issues focus on the characteristics and administration of developmental education programs. The following articles are featured: (1) "Characteristics of Successful Programs," which reviews research findings concerning the characteristics associated with effective and ineffective developmental programs and includes a list of exemplary programs; (2) "A Review of National Surveys of Development Education Programs," by Hunter R. Boylan, which discusses the highlights of three national surveys conducted in 1970-74, 1976, and 1984 to assess the nature and scope of developmental education programs; and reviews trends related to the provision of developmental courses, the awarding of college credit for developmental courses, and mandatory remediation; and (3) "Organizational Patterns for Developmental Education Patterns," by Hunter R. Boylan, Elaini L. Bingham, and Darlene J. Cockman, which reviews studies of the administrative location and reporting arrangements of developmental programs within the college's divisions/departments, the titles of developmental program administrators, and titles of programs. (PAA)

ED 341 430 JC 920 091

Boylan, Hunter R., Ed.; Kerstiens, Gene, Ed.
Assessment.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Basic Skills; Community Colleges; Educational Testing; Higher Education; High Risk Students; Postsecondary Education; *Remedial Instruction; School Surveys; *Standardized Tests; *Student Evaluation; *Student Placement; Testing Programs; Test Interpretation; Test Reviews; Test Use; *Test Validity

These four serial issues examine the effectiveness and appropriateness of a variety of assessment tests as well as

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; Class Activities; *Classroom Techniques; Cognitive Style; College Faculty; Community Colleges; *Course Organization; Faculty Development; Faculty Handbooks; Institutional Mission; *Instructional Development; Instructional Effectiveness; Instructional Improvement; Instructional Materials; Learning Strategies; *Learning Theories; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Community College of Vermont

Developed as a resource for faculty members at the Community College of Vermont (CCV), this four-part handbook provides information about the CCV and presents ideas and strategies for enhancing the effectiveness of teaching. Part I reviews the history of the CCV; examines the institution's mission, goals, and programs; profiles the CCV's teachers and students; discusses the role and availability of support staff; and provides a list of answers to commonly asked questions. Part II presents a selection of theoretical perspectives on successful approaches to teaching adults, including a discussion of the teacher's role and the goals of teaching; an overview of adult learning theory; and an outline of the Kolb approach to understanding student learning styles. Part III provides information about course planning, including a discussion of approaches to developing learning objectives, planning teaching methods and learning activities, identifying appropriate classroom assessment and evaluation strategies and criteria, conducting a final evaluation, determining course completion requirements, selecting textbooks, and utilizing special resources from the library services. The final part of the handbook provides detailed suggestions for making classes more lively and productive, including ideas for delivering effective lectures; leading discussions; using small groups; implementing experiential learning exercises; making use of assignments, quizzes, and audiovisual tools; writing effective evaluations; and dealing with quiet students, diversity and equity issues, and serious student learning problems. A list of 21 references are included. (PAA)

ED 341 447 JC 920 110

Assessing Minority Opportunities in Vocational Education (MOVED). A Research Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; Ethnic Distribution; Ethnic Groups; Institutional Characteristics; *Minority Groups; Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; Student Behavior; Student Characteristics; Student Educational Objectives; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Texas

This document describes a 2-year study on students and faculty perceptions of factors that enhance or impede student progress worksheets for teachers to use to document practices and curriculum approaches, a list of materials and supplies, descriptions of learning centers, and a delineation of the theory of multiple intelligences. (BC)

ED 341 464 PS 020 175

Kentucky's Primary School. The Wonder Years: Program Description I.
PUB DATE- 91
NOTE- 164p.; Photocopies of attached articles may be marginally legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuous Progress Plan; Educational Cooperation; *Educational Philosophy; *Educational Policy; Educational Principles; Educational Resources; Parent Participation; *Primary Education; *Program Descriptions; *Program Implementation; Teacher Education
IDENTIFIERS- Authentic Assessment; Developmentally Appropriate Programs; *Kentucky; Multi Age Grouping; *Policy Issues

This report describes Kentucky's Primary School Program, which was developed after the signing of the Kentucky Education Reform Act in 1990. An overview of the report explains the philosophy of the program and lists its critical attributes. These are: (1) developmentally appropriate practices; (2) multi-age classrooms; (3) continuous progress; (4) authentic assessment; (5) qualitative reporting methods; (6) professional teamwork; and (7) parent involvement. A section on program guidelines provides background information on the program, discusses the program's rationale and operational framework, and considers several policy issues. These include: (1) program implementation; (2) entry into the program; (3) school and class organization; (4) inclusion of special needs learners; (5) teacher collaboration; (6) funds for textbooks; (7) administrative regulations; (8) students' completion of the program; (9) teacher training; (10) teacher certification; (11) potential conflicts between teacher training programs; and (12) public awareness. A final section on technical assistance discusses program implementation; provides lists and charts of educational resources; and presents a testimonial to the primary school program. Appended materials include a glossary of terms, reprints of selected articles on primary education, and a copy of the primary school program logo. (BC)

ED 341 465 PS 020 177

A Guide to Developing Effective Early Childhood Programs: A Technical Assistance Document.
PUB DATE- Jun 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; Check Lists; Comprehensive Programs; Curriculum Development; *Early Childhood Education; *Educational Philosophy; Educational Quality; Educational Resources; Instructional Materials; Professional Training; *Program Design; Program Effectiveness; Program Evaluation;

DESCRIPTORS- *Child Advocacy; Childhood Needs; *Child Welfare; Federal Government; *Government Role; National Surveys; Political Attitudes; *Political Issues; *Public Opinion; Questionnaires; Social Problems; Tables (Data); *Tax Allocation

Part of a family of reports on the status of children researched by a bipartisan polling team, this publication presents voter profiles on Americans' opinions on the health, education, safety, and security of U.S. children. The results of a national survey, confirmed by representative samples of the electorate in 12 states, suggest intense and widespread concern about the deteriorating status of children. The broad array of worries that voters express about children are likely to encourage political platforms that cut across traditional demographic divisions, encompassing the concerns of both middle class and poor families. Majorities of nearly every subgroup of voters say they would be more likely to vote for a children's candidate. The public clearly wants its political leaders to address both the affordability of a college education and the basic needs of children. While concern over the economy and tax sensitivity is likely to remain an impediment to new tax revenues for children's programs, current public opinion calls for new priorities to favor children. The survey results are illustrated in eight charts, and the report concludes with a display of the entire survey instrument with summary responses. (LB)

ED 341 484 PS 020 273

Stoops, Jack; And Others
Developmentally Appropriate Early Childhood Education: Presenter's Guide for Program Development Workshop.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jun 91
NOTE- 273p.; For related documents, see PS 020 274-275.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Child Development; *Class Organization; Disadvantaged Youth; *Early Childhood Education; *High Risk Students; Inservice Education; Parent Participation; Parent School Relationship; *Program Development; Teachers; *Workshops
IDENTIFIERS- Age Appropriateness; *Developmentally Appropriate Programs; Education Consolidation Improvement Act Chapter 1

A workshop designed to familiarize teachers and administrators with developmentally appropriate issues and practices for use in early childhood education is described in this presenter's guide. The workshop is process-oriented, meaning that participants engage in activities that require them to absorb and share new information. Activities include: (1) presentation of introductory material, resource information, and a summary; (2) exercises in which small groups discuss developmentally appropriate issues and practices and complete surveys about developmentally appropriate programs; and (3) sessions that provide an overview of developmentally appropriate issues and practices and cover the topics of classroom organization and the development of a plan of action for improving developmentally appropriate programs. The guide presents an overall design and purposes for the workshop and a training agenda that lists each activity and the time and materials addresses the school adjustment of newcomers. Appended are seven references and a description of the program's guidebook. (GLR)

ED 341 502 PS 020 297

Pramling, Ingrid
To Develop the Child's Understanding of the Surrounding World.
PUB DATE- Sep 91
NOTE- 11p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Educational Change; Educational Research; *Experiential Learning; Foreign Countries; *Learning Readiness; Longitudinal Studies; *Preschool Children; Preschool Education; *Student Centered Curriculum; Teacher Education; *Teaching Methods
IDENTIFIERS- Sweden

This paper presents an experientially oriented approach to learning in preschool and describes a research project designed to: (1) develop a theoretically and scientifically based curriculum; (2) systematically describe what happens in the groups where this curriculum is applied; (3) evaluate children's development in preschool in regards to the content they work on; and (4) evaluate the initial experience with primary education for 50% of the children. Six preschool teachers in three day care groups and three part-time preschools were selected to participate in a project to develop the teachers' competence in applying the experientially oriented approach. Results from the first year of the study showed that a confrontation exists between the experientially oriented approach and the preschool teachers' views of knowledge and learning. In the remaining part of the research project, observations and evaluations of children in school will be used to test the assumption that the children's conceptions are more fundamental than their skills and knowledge. Content will focus on reading, writing, numbers, aspects of the natural and the man-made world, and children's understanding of their own learning. (Author/SH)

ED 341 503 PS 020 298

Collins, Raymond C.; Anderson, Penny R.
Head Start Substance Abuse Guide: A Resource Handbook for Head Start Grantees and Other Collaborating Community Programs.
PUB DATE- 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcoholism; At Risk Persons; *Child Health; *Community Programs; Curriculum Design; Drug Education; Early Intervention; Employee Assistance Programs; Family Health; Family Influence; *Family Programs; Illegal Drug Use; Policy Formation; Prenatal Influences; *Preschool Children; Preschool Education; *Prevention; Resource Materials; *Substance Abuse; Training Objectives
IDENTIFIERS- *Project Head Start

*Preschool Teachers; Seminars

The purpose of this practicum was to offer intergenerational programming as an alternative solution to the problem of high job turnover, low staff retention, and lack of qualified personnel to fill vacancies in preschool programs. One county was chosen as the focus for the program and three seminars were designed to introduce the concept to preschool administrators and to motivate and educate older workers. Community agencies and resources were identified as co-sponsors for the project. Brochures and flyers were sent out through these agencies to child care administrators and senior citizens in the county. Speakers and presenters were engaged to provide information on intergenerational programs, the need for such programs, training, recruitment, and personal experiences. Results showed that all objectives were met. Twenty-four older adults attended two seminars and their feedback and interest in child care as an option for volunteer or paid employment illustrated the viability of this program. Child care administrators who attended the two seminars also expressed an interest in using older adults as child care workers in their programs or as family day care providers. (Author/SH)

ED 341 522 PS 020 337

Coombe, Kennece
Quality vs. Quantity: Issues of Child Care Provision for Shiftworking Women.
PUB DATE- Sep 91
NOTE- 21p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; Foreign Countries; *Mothers; *Needs Assessment; *Nurses
IDENTIFIERS- *Australia (Sydney); Career Barriers; *Child Care Needs; Day Care Selection; Shift Work

This study examined the child care needs of nurses in Sydney, Australia. Questionnaires designed to gather background information and ascertain views about child care were completed by 648 nurses. Interviews focusing on experiences with child care were conducted with 129 nurses. Information collected included data on the types of child care used, cost of child care, problems in obtaining suitable child care, and the influence of child care on career decisions. The study concluded that: (1) many nurses rearrange their work commitments to insure the well-being of their children; (2) the quality of child care is subverted by the lack of adequate facilities; (3) the special skills of women nurses are being lost because of their perception of themselves as primary caregiver to their children; and (4) increased provision of child care should be the cornerstone for overall improvement in the quality of child care. A list of 19 references is provided. (BC)

ED 341 523 RC 018 537

Indian Nations At Risk Task Force Business Meetings, 1990-91.
PUB DATE- Jun 91
NOTE- 192p.; Indian Nations At Risk Task Force business meetings held in Washington, DC (May 14-16, 1990); Juneau, AK (July 1-18, 1990); San Diego, CA (October 17, 1990); Palo Alto, CA (February 12-14, 1991); and Washington, DC (June 10-11, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; Cooperative Programs; Educational Cooperation; Elementary Secondary Education; Hearings; Higher Education; *Institutional Cooperation; *Parent Participation; Parent School Relationship; Primary Sources; *School Business Relationship; *School Community Relationship; *Tribes
IDENTIFIERS- Native Americans; *Partnerships in Education

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on educational partnerships in Native American education. Successful partnerships are described, including: (1) school-business partnerships that allow students to explore career possibilities, provide job training and entrepreneurship training, and provide instructional computer software; (2) school-community partnerships in which parents come to summer school with their children, and the community provides in-kind contributions to supplement Title V funds; and (3) college-community partnerships to develop integrated and culturally relevant curriculum, to promote student interest in higher education, to give tribal managers technical assistance and administrative training, to implement health promotion projects, and to incorporate computers into the schools. Recommendations are offered for possible future partnerships, such as partnerships between the state department of education and the Bureau of Indian Affairs, and for methods of establishing and promoting new partnerships. Also discussed are strategies for increasing parental involvement in the schools, the need for culturally relevant curriculum, the need to hold school districts accountable for how they spend federal Indian funds, the need for Indian school accreditation and teacher certification, and the need to educate the general public about Indian history and treaty rights. (SV)

ED 341 540   RC 018 554

Special Session for Elders. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 13p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; *Cultural Education; Elementary Secondary Education; Hearings; Higher Education; *Human Resources; *Intergenerational Programs; *Older Adults; Primary Sources
IDENTIFIERS- *Support Systems

This report summarizes a joint session held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony from Native American tribal elders on their needs and their role in the educational system. Issues and problems were in the areas of: (1) the need for a support system for the elderly; (2) elders as a language, history, and culture resource; (3) elders as a support system for students; (4) facility deficiencies in accessibility for elderly and

NOTE- 55p.; For related documents, see SE 052 482-490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Evaluation; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY; *PASCAL Programing Language

This booklet is the fifth in a series of nine from the Teacher Training Institute at Hofstra University (New York) and contains the instructor's and several participants' course project solutions for both Pascal programing courses within the institute. Included in this booklet are Pascal programs utilized with the following project topics: (1) combinatoric strategies and Pascal's triangle; (2) synthetic division algorithms; (3) recursive generation of binomial coefficients; (4) studies of permutations; (5) complex numbers in the process of matrix multiplication; (6) producing tree diagrams with integers; and (7) sorting routines and linked lists. (JJK)

ED 341 559 SE 052 487

Knee, David; Barbera, Janet
History and Development of Mathematics. Dissemination Packet--Summer 1989: Booklet #6.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 39p.; For related documents, see SE 052 482-490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Pretests Posttests; *Program Descriptions; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY; *Mathematics History

This booklet is the sixth in a series of nine from the Teacher Training Institute at Hofstra University (New York) and describes the dual approach this course used for the presentation of mathematics history along both a chronological outline and across themes such as: non-Euclidean geometry, women in mathematics, mathematics and mysticism, and mathematics in the United States. Included in this booklet are: (1) an introduction with rationale and purpose for this course; (2) course outline of mathematical chronology with selected bibliography; (3) the course outline with selected textbook; (4) a list of guest presenters and topics; (5) a sample of instructor class handouts and participants' presentations; (6) the diagnostic pretest, the midterm assignment, and the posttest final exam; and (7) an example of a peer workshop designed by a participant. (JJK)

ED 341 560 SE 052 488

abstracting and indexing services that index relevant journal articles and other literature on freshwater ecology; (11) journals that often contain relevant articles; (12) representative journal articles; (13) selected technical reports; (14) selected materials available in the Science Reading Room pamphlet boxes; and (15) additional sources of information. (KR)

ED 341 578 SE 052 703

Energy and Environment as Related to Chemistry Teaching. Proceeding of the UNESCO International Workshop/Symposium (Berkeley, California, December 1-8, 1989).
SPONS. AGENCY- Energy Information Administration (DOE), Washington, DC.; International Union of Pure and Applied Chemistry, Oxford (England).; United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
PUB DATE- 90
NOTE- 249p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Chemistry; Conservation (Environment); *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Energy; *Environmental Education; *Foreign Countries; Higher Education; Natural Resources; Science Activities; Science and Society; Science Education; *Science Instruction; Secondary School Science; Solid Wastes; Teaching Guides; Teaching Methods; Workshops
IDENTIFIERS- Fossil Fuels; Global Warming

The proceedings of a program on teaching chemistry through energy and the environment that included plenary lectures, country and commission reports, introductions to new programs and materials, and an experimental approach to curriculum development across national boundaries via the production of an instruction unit are provided. The workshop participants included 34 nations, 4 ICSU teaching commissions, the American Chemical Society, and the World Bank. The participants were asked to develop an instructional unit in the context of an international meeting. The unit, entitled "Burning Fuels: How Can Chemistry Help Us Minimize Waste in Materials and Energy?", is included in this document. The instructional unit contains an introduction, the science content, pedagogical concerns, 5 model teaching unit plans, 20 classroom activities, societal/technological issues, general applications and illustrations, and other related disciplines and concepts. A synopsis of plenary lectures, abstracts and reports from each country, the instructional unit, a copy of the program, a participant list, a listing of the resource materials in the book bag that participants took home to their countries for further use, and a listing of audio-visual materials that were part of the evening program. Antigua, Australia, Brazil, Bulgaria, Canada, China, Denmark, Ethiopia, Finland, France, Germany, Ghana, Hungary, India, Italy, Jamaica, Japan, Jordan, Mexico, Netherlands, Norway, The Philippines, Portugal, Puerto Rico, Singapore, Spain, Sweden, Thailand, Soviet Union, United Kingdom, United States, Venezuela, and Yugoslavia were participating countries. (KR)

ED 341 579 SE 052 704

Aviation & Space Education: A Teacher's Resource Guide.

Transportation and Communication; (11) Schools; (12) Plants, Birds, and Animals; (13) Agriculture and Industry; (14) Natural Resources; (15) Folktale; (16) Holidays; (17) Beach Party; (18) Review; and (19) Evaluation. (DB)

ED 341 601 SO 021 678

Voris, Helen H.; And Others
Teach the Mind, Touch the Spirit. A Guide to Focused Field Trips. Third Printing.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 86
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Educational Facilities; Elementary Secondary Education; Experiential Learning; *Field Trips; *Museums; Resource Centers; *Teaching Methods
IDENTIFIERS- *Field Museum of Natural History IL

Designed to help teachers plan focused field trips, this guide was developed by the Field Museum of Natural History in Chicago, Illinois, and parts of it focus specifically on the Field Museum. The overall thrust of the guide, however, is on helping educators to better utilize museums in general; the guide should prove helpful to any teacher interested in more worthwhile field trips, and trips to museums in particular. The guide is intended for use not only by classroom and student teachers, but also by teachers of educational methods courses, directors of student teaching, those conducting in-service training programs for teachers, and by museum educators, who would find it helpful for enhancing their own expertise in object-based teaching techniques, for training guides, and for developing programs for teachers in their own institutions. Divided into four sections the first section describes the philosophy, strategies, and techniques of museum teaching. The second section describes the overall structure of field trips and includes ideas for activities to be done before, during, and after the trip, as well as helpful tips from teachers at each stage. The third section provides a general orientation to the Field Museum of Natural History, information about its resources for teachers, and some ideas for field trip experiences. Many of these ideas can be easily adapted for use in other natural history museums, zoos, aquariums, and even art and history museums, as well as being useful to Chicago-area teachers who bring their classes to the Field Museum. The fourth section of the guide offers a checklist for planning a field trip and a 36-item bibliography for more information. (DB)

ED 341 602 SO 021 703

DePriest, Dana
Supplementing the Social Studies Curriculum with Trade Books.
PUB DATE- 91
NOTE- 56p.; Exit Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Childrens Literature; Curriculum Enrichment; Databases; Educational Research; *Educational Resources; Grade 3; Instructional Materials; Primary Education; Reading

recommendations. A number of tables and figures conveying data are included. (DB)

ED 341 623 SO 021 900

Workshop on Teaching Canada for K-12 Teachers.
SPONS. AGENCY- Canadian Dept. of External Affairs, Ottawa (Ontario).; Southern California Consortium on International Studies, Los Angeles.
PUB DATE- 23 Mar 90
NOTE- 36p.; Presented at the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 23, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Educational Resources; Elementary Secondary Education; Foreign Countries; *International Education; *Learning Activities; Multicultural Education; Social Studies; *Teaching Methods
IDENTIFIERS- *Canada; *Canadian Studies

These materials were designed for K-12 teachers interested in including Canada in the curriculum. The materials were developed to provide students with a basic level of familiarity about Canadian politics, history, culture, economic conditions, and relationship to the United States. Two classroom activities are provided for the elementary level and two for the secondary level. A list of books about Canada for children, selected activity and reference books on Canada, an information organization list, and a list of associations concerned with Canadian studies are included. A glossary of terms also is provided. (DB)

ED 341 624 SO 021 901

Demirel, Ozcan
Education and Changing Social Realities in Turkey.
PUB DATE- 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (1991). Light, broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Development; *Educational History; Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; *Role of Education; Social Influences; Social Problems
IDENTIFIERS- *Turkey

The educational system of Turkey is discussed from a historical perspective. There are two main components to the educational system: formal education, which consists of preschool, primary, secondary, and higher education; and non-formal education, which provides educational opportunities for adults. Turkey has undergone a number of social changes in the 20th century including the transformation of the state from an empire into a republic; the population has risen dramatically; there has been intensive migration from rural areas to urban areas; and the social status and role of women have changed. These changes have influenced and been influenced by the educational system, and have resulted in increasing the educational needs of

IDENTIFIERS- *Duquesne University PA; Pittsburgh School District PA; Professional Development Schools

Teacher educators developed a consortium program between Duquesne University (Pittsburgh, Pennsylvania) and the Pittsburgh (Pennsylvania) Public Schools designed to attract individuals from math and science backgrounds into teaching in an urban setting. The model was formatted to support the certification of individuals who: (1) received a bachelors degree in mathematics, science, engineering, or a related field; (2) sustained employment in industry or research work; and (3) chose to explore a career in teaching. Key program elements include: (1) a year-long teaching program involving student teaching in the fall and a paid half-day teaching position in the spring; (2) provision for state teaching certification in an intern program; (3) continuing support to facilitate each intern's career change decisions, seminars to design career development, and information on the high school curriculum; and (4) specific programs for preparing teachers to teach in urban areas. A brief description is provided of the program. (IAH)

ED 341 645 SP 033 393

Ichimura, Takahisa
A Philosophical Approach to the "Knowledge Base" in Teacher Education. Recognizing the Element of Uncertainty in Teaching.
PUB DATE- 8 Jul 91
NOTE- 12p.; Paper presented at the Japan-U.S.A. Symposium on Research in Teacher Education (Stanford, CA, July 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Intuition; *Learning Processes; Preservice Teacher Education; Teacher Expectations of Students; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Japan; *Knowledge Base for Teaching

In the process of classroom teaching and learning, feeling something in one's body, as a basis for thinking, represents the uncertain area which can never be physically seen. Yet, this area calls for reaffirmation as "knowledge" and needs to be recognized as one of the major factors composing a knowledge base for the promotion of teacher education. Classroom teaching which acknowledges this principle can be described as "classroom teaching which brings to life." This type of classroom teaching is impeded if there is a separation and/or differentiation between heart and body and if knowledge is provided only through language. In the relationship of teachers to students, there must be consideration for the personal knowledge of individual students. Intuition closely related to the individual student's body should be taken into account. Uncertainty on the part of the teacher attaches to this approach to classroom teaching and learning. Such uncertainty should not be conceived of as a negative element to be eliminated. Education always involves uncertainty, and it is only when the existence of uncertainty is accepted that we begin to see a new dimension of education emerge where the personal knowledge and the quality of individual children are recognized and respected as they should be. (IAH)

ED 341 646 SP 033 433

Hauser, Jerald

professional horizons and explore new avenues in their roles as educators; (2) to provide teachers with meaningful career advancement; (3) to provide salary enhancements that reflect meritorious performance and advancement; and (4) to provide school systems with additional services based on the use of teachers' talents. The evaluation focuses on three separate options: teacher-to-teacher interaction (mentoring, peer coaching, peer consultant); extended contract option (provision of enrichment and remediation); and locally initiated MCOP programs (design and implementation of either a staff development or a curriculum development program). Evaluation instruments utilized, which yielded both formative and summative results, were questionnaires, interviews, a job satisfaction instrument, and teachers' logs. A 12-item list of conclusions, a 12-item list of recommendations, and a 9-item list of references are included. (LL)

ED 341 665 SP 033 551

Appalachia Educational Laboratory: Annual Report, December 1, 1990 through November 30, 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 247p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; At Risk Persons; Early Childhood Education; *Educational Improvement; Higher Education; Linking Agents; Preschool Education; Program Descriptions; *Research and Development; Resource Allocation; *Rural Schools; *Small Schools
IDENTIFIERS- Kentucky; Tennessee; Virginia; West Virginia

This two-part report focuses on progress made by the Appalachia Educational Laboratory (AEL) during the first year of a 5-year contract. AEL's mandate is to work with educators in ongoing research and development-based efforts to improve education and educational opportunities in Kentucky, Tennessee, Virginia, and West Virginia. Part I: "Overview of the AEL Regional Educational Laboratory--FY 91" contains two sections. Section A focuses on perspectives from a governance and management point of view. Section B summarizes the goals, work, and accomplishments of eight lab programs. In Part II, "Fourth Quarter FY 91 Report of Laboratory Performance," six AEL tasks are discussed: (1) development of effective governance, management, and planning systems; (2) assisting efforts to improve educational outcomes, especially for at-risk students; (3) conducting applied research and development; (4) collaboration with other agencies; (5) conducting evaluation; and (6) improving linkages between early childhood education and early elementary school. Three appendices provide: a graphic display of AEL staff contacts with clients for FY 91; Fourth Quarter Program Advisory Committee Meeting Summaries; and AEL's certification that 25 percent of expenditures for this contract year were utilized for the improvement of small, rural schools. An "Interim Report of the FY 91 External Evaluation of AEL" is attached. The report, which consists of a case study of the Cabell County, West Virginia public school district, was written for the AEL by Michael C. Reed and William Wiersma of the Evaluation Center, Western Michigan University. (LL)

NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Competence; Cooperating Teachers; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Problems; *Evaluation Research; Higher Education; *Individual Differences; *Judgment Analysis Technique; Student Teacher Evaluation; Student Teacher Supervisors; *Value Judgment
IDENTIFIERS- *Fairness

This study was conducted to examine individual differences with respect to values underlying the assessment of teaching competence in order to enhance the effectiveness and fairness of assessment. Nine classroom teachers who were preparing to be mentors of beginning teachers and five teacher educators indicated the relative importance (expressed values) they attached to the following aspects of teaching: teacher/pupil relationships; preparation and management; curriculum content; classroom interaction; assessment and records; and self-evaluation. They then rated the competence of 50 hypothetical student teachers for whom scores were available. Relative weights (implemented values) applied to the aspects of teaching were computed for each participant by employing a regression model, utilizing scores as predictors and participants' overall ratings as criteria. Results found individual differences with respect to both expressed and implemented values, and several participants exhibited discrepancies between expressed values and implemented values. The latter result may reflect a lack of self-awareness and could adversely affect communication among assessors and between assessor and assessee. (Author/LL)

ED 341 685 SP 033 579

Kerrins, Judith A.; And Others
A Seminar Experience: Effects of Teacher Talk on Professional Development.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Classroom Techniques; *Collegiality; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Research Utilization; School Districts; *Seminars; Teaching Methods; Teaching Skills
IDENTIFIERS- Colorado; Facilitators (Personnel Development); *Reflection Process

A public school district in Colorado initiated a study which addressed the issue of how to insure good beginnings for new teachers and provide direct assistance and intervention to develop the skills of competent professionals. The approach discussed here is a beginning teacher induction program, which includes a Professional Development Seminar. A semi-structured setting was provided to 11 beginning and new-hire teachers who were encouraged and expected to talk about teaching. The intent of the discussions was threefold: (1) to decrease feelings of isolation; (2) to integrate research-based knowledge with

Council (15th, Chicago, IL, June 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aptitude Tests; Basic Skills; Blacks; Females; Hispanic Americans; *Likert Scales; Males; *Occupational Tests; School Buses; School Personnel; *Self Evaluation (Individuals); Sex Differences; *Test Validity; Whites
IDENTIFIERS- Bus Drivers; *Bus Driver Trainee Aptitude Test CA; *Paper and Pencil Tests; Self Report Measures

The potential usefulness of self-assessment of low-level aptitudes, such as basic or elementary reading, writing, and calculating, was explored in a test validation context, following the model of B. Davey (1980, 1990). Self-assessments were sought to provide criterion-related or construct validities that might otherwise be unobtainable for some multiple-hurdles civil service examinations. Self-assessment ratings were completed by 530 male and female, Black (49%), White (8%), and Hispanic (40%) candidates for the job of school bus driver in a large school district. Candidates evaluated themselves in the following areas: (1) high school grades in mathematics, English, and science courses; (2) ability to use logic, read and understand written materials, and perform basic mathematics; and (3) willingness to admit shortcomings and confidence in one's abilities. Candidates also took the 45-item multiple-choice Bus Driver Trainee Aptitude Test. A skewed five-point Likert type rating scale was constructed and administered to the subjects. Comparison of the self-ratings and the examination scores support the hypothesis proposed by Davey that self-assessment can be a useful tool for test validation. Seven tables present information about the candidates. A 21-item list of references and an appendix containing the Likert-type survey form completed by candidates are included. (SLD)

ED 341 705 TM 017 875

Joines, Richard C.
Traditional In-Baskets vs. the General Management In-Basket (GMIB).
PUB DATE- Jun 91
NOTE- 17p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Council (15th, Chicago, IL, June 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Concurrent Validity; Factor Analysis; Interrater Reliability; Job Performance; Occupational Tests; Predictive Measurement; Rating Scales; *Scoring; Simulation; *Supervisors; Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- *General Management In Basket; *In Basket Simulation

The development and validation of the General Management In-Basket (GMIB) is described. The GMIB is a theory-based generic in-basket simulation, designed to assess supervisory and management skills independent of any job classification. Three of the 15 in-basket items in the GMIB are critical and are scored on a 0-5 scale. The remaining 12 items are scored on a 0-4 scale. Using an item-by-item scoring format, total mean score interrater reliabilities across 4 studies have ranged from 0.86 to 0.95. The GMIB requires only 20 minutes to scores and needs

English proficiency, poverty level, and student/support staff reference group data (Section J); and (7) average class size reference group data. Part 1 contains 12 tables, and Part 2 contains 20 tables. (SLD)

ED 341 723   TM 017 914

National Dropout Statistics Field Test Evaluation. Statistical Analysis Report. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 222p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Data Collection; Definitions; Dropout Research; *Dropouts; Enrollment; Evaluation Methods; *Field Tests; *National Surveys; Research Methodology; School Holding Power; *School Statistics; Secondary Education; *Secondary School Students; Student Attrition
IDENTIFIERS- *National Dropout Statistics Field Test

In 1988, a National Dropout Statistics Task Force (comprised of representatives from 27 states, 3 U.S. territories, and the District of Columbia) was created to work with the National Center for Education Statistics (NCES) to develop procedures for uniform counting of dropouts and dropout rate reporting. A standard definition was constructed for "dropout," and three alternatives for dropout rate definitions were considered, dividing full-year dropout counts by: (1) initial fall membership; (2) spring membership plus fall-to-spring dropouts; and (3) following fall membership plus fall-to-fall dropouts. A field test involving 26 states, the District of Columbia, and 2 outlying areas was conducted to determine whether these definitions could be consistently and uniformly applied. Data submitted during fall 1989, spring 1990, and fall 1990 provided memberships by race, ethnic category, and sex for students in grades 7 through 12. All participating areas (ranging from a high of 232 to a low of 223 districts) responded to surveys about practices affecting dropout rates. Data for 187 districts supported the analyses. Focus was on data for 456 transfer and 192 dropout cases. Only negligible differences were found among the three alternatives. Data show a clear increase in dropout rates from about 1% in grade 7 to about 6% in grades 10, 11, and 12, with a typical synthetic cohort dropout rate for grades 7 through 12 of 23%. Accuracy of dropout rates was generally good, and states agreed on the necessity of consistent reporting and valid dropout statistics. Twelve figures and 28 tables are provided. Seven appendixes present the surveys used, site visit guides, a school leaver status validation form, a tracker's guide, and an additional six tables. (SLD)

ED 341 724   TM 017 915

McMillen, Marilyn M.; And Others
Detailed Characteristics of Private Schools and Staff: 1987-88. E.D. Tabs.
PUB DATE- Dec 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

ED 341 741 UD 028 366

Minorities in Higher Education: Selected Papers from an Interdisciplinary Conference Held at Hofstra University (Hempstead, New York, March 9-11, 1989).

PUB DATE- 90

NOTE- 123p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *Affirmative Action; American Indians; Black Students; *College Students; *Equal Education; Ethnic Groups; Etiology; Excellence in Education; Higher Education; *Minority Groups; *School Holding Power; Student Attrition; White Students

IDENTIFIERS- African Americans

This report provides a selection of conference papers which discuss issues concerning minority participation in higher education, beginning with recognition of the many discrepancies between what are expressed as personal and organizational values and what parameters remain hidden. The papers consider the causes for limited minority participation in higher education and review some solutions. Papers include: (1) "Excellence and Equity in the Education of Minority Students" (A. W. Astin); (2) "Cultural Factors Differentiating Academically Unsuccessful Students, Academically Successful Students, and Faculty (P. Chu-Richardson); (3) "Perceptions and Experiences of Minorities at the University of Colorado at Colorado Springs" (L. F. Dickson); (4) "Becoming Involved in College Life: A Comparative Study of Black and White College Students" (C. J. Thompson); (5) "Social Welfare Needs of African-American Students as Factors in Retention" (B. W. Emerson); (6) "A Comprehensive Model To Enhance the Academic Achievement of Black Minority Students Attending Predominantly White Colleges/Universities" (L. L. Baker); (7) "Tribal Cooperation in Education Opportunities for Native Americans: Twenty Years of St. Regis Mohawk-St. Lawrence University Association" (R. N. Wells, Jr. and D. White); (8) "An Effective American Indian Social Work Program: Recruitment, Retention and Graduation" (E. D. Edwards and M. Egbert-Edwards); and (9) "The Culture of Affirmative Action: The Law School Perspective" (A. J. Scanlon). Twenty-six papers not included among these selected for publication are mentioned in the body of the document, and the conference agenda, which lists the titles of all papers is included. (SLD)

ED 341 742 UD 028 463

Lewis, Anne C.

Gaining Ground: The Highs and Lows of Urban Middle School Reform 1989-1991.

PUB DATE- 91

NOTE- 129p.; Foreword by Deborah M. McGriff.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Educational Change; *Educational Environment; Educational Improvement; Financial Support; Intermediate Grades; Junior High Schools; *Middle Schools; Program Evaluation; School Community Programs; School Community Relationship; School Desegregation; *School

DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Effectiveness; *Administrators; College Administration; Family Role; Higher Education; *Individual Development; *Industrial Psychology; Interpersonal Relationship; *Quality of Working Life; Sex Role; Stress Management; *Time Management; Values; Vocational Adjustment

This article presents a new model for viewing and implementing balance in the lives of higher education administrators derived from a review of the educational, psychological, and management literature. Rejecting the traditional, two dimensional model for balancing work with the rest of life, the new model envisions four concentric circles of interactive life dimensions: values, renewal, life roles and context. The inner circle of the model contains the personal values which govern an individual's life. The second circle consists of inner dimensions: areas of personal renewal including the emotional, intellectual, social, spiritual, physical and occupational aspects. The third circle of the model moves to external dimensions, to involvement and participation in the world. In this category are the roles administrators play as they implement their values and allot time and energy for areas of renewal including the roles of parent, spouse, friend, citizen, leisurite, learner, son or daughter, homemaker, and worker. The final circle is the context in which the administrator exercises his or her role including gender identity, racial or ethnic identity, socioeconomic conditions, educational background, family background and structure and work place factors. Integrating these dimensions can balance an administrator's life. Includes 34 references. (JB)

ED 341 301 HE 025 193

Owen, Michael; Hotchkis, Richard
Who Benefits from Distance Education? A Study of Athabasca University Graduates, 1985-1990. Draft Paper.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Students; *Distance Education; Females; Higher Education; Home Study; Nontraditional Education; Open Enrollment; *Open Universities; Outcomes of Education; Outreach Programs; Reentry Students; Sex Differences; *Student Characteristics; Student Motivation
IDENTIFIERS- *Athabasca University AB

This study examined the student characteristics of Athabasca University (AU), Alberta, Canada, a distance and open university, and asked whether AU serves the student clientele that its mission proposes and to what the AU graduates attribute success. Established to make it possible for people to earn a university education regardless of where they live or work, or their commitments to careers or families, AU removes the barriers of time, space, past educational experience and to some degree level of income. Using biographies, responses to a graduate survey and institutional studies data, the study found that AU does reduce the major barriers of time, space and previous educational attainment to higher education in Alberta, Canada. Data indicated that many graduates attended AU to improve their career prospects though many entered or re-entered to obtain their first degree. Most students (68 percent) and graduates (63 percent) are women who study for self-improvement and intellectual stimulation rather than for higher professional qualifications, a frequent reason for men each course level the percentage distribution of student credit hours by level of student taking the courses. The fourth report reconciles CASA with the University's budgeted positions to show the effort of teaching-titled individuals and to account for the FTE (full time equivalent) staff involved with instruction. The fifth report displays the percentage of FTE (student) workload for each of 19 discipline categories, and the last report displays basic information for each institution, every institution type, and all institutions for fall 1975 through fall 1990. (GLR)

ED 341 320 HE 025 216

Ojo, J. D.
Law and University Administration in Nigeria.
PUB DATE- 90
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Administrator Responsibility; *Administrator Role; *College Administration; Court Litigation; Developing Nations; Educational Finance; Foreign Countries; *Full State Funding; Higher Education; *Legal Problems; Registrars (School); Student Rights
IDENTIFIERS- *Nigeria

This book examines the legal issues and problems surrounding the administration of higher education in Nigeria. It focuses on the need for each university to have a legal unit to handle the legal problems of staff, students, and those in the neighboring community. Further, it addresses the problems currently found within the academic community involving politicking for promotion (non-merit promotion), the problems associated with reliance on the government for about 95 percent of higher education's financial needs, and the powers and functions of the principal officers within the university administration. Also provided is a brief discussion of the legal rights of students within the university system. Chapters examine: (1) the Vice-Chancellor's position within the Nigerian university system, its function and role both administratively and legislatively and its difficulties; (2) the position of the university administrator, especially the Registrar, and the administrator as the university's record keeper; (3) academic freedom in Nigeria; (4) the autonomy of the university within Nigeria; (5) students and the law within the university system; (6) the Legal Unit, i.e., the university Counsel's office; and (7) personnel issues in the university administration. Contains a 57-item bibliography, including a list of 104 court cases, and an index. (GLR)

ED 341 321 HE 025 217

Wolfe, Leslie R., Ed.
Women, Work, and School: Occupational Segregation and the Role of Education.
PUB DATE- 91
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Blacks; Career Development; Computer Literacy; Computer Science Education; Court Litigation; Cultural Differences; Demography; Elementary

programs to date have not reduced significantly the government's fiscal burden for higher education. In order to improve financial effectiveness, programs should be targeted toward the most needy and able students. Hidden subsidies should be limited by charging positive real interest rates, combined with repayment plans that take account of the likely pattern of graduate earnings. Larger programs may be more difficult to manage. Some countries have considered alternatives where the student pays for education from future income. The most notable is a graduate tax in which a student pays a fixed percentage of income over the entire working life, regardless of how much is repaid. With an effective tax system, this could bring in more revenue than traditional loan programs. Some income contingent payments may be more equitable for limiting risk to poorer students. In general, deferred cost recovery can help reduce government burdens, but only where institutional capacity exists. Two annexes present a checklist of policy options for deferred cost recovery and a method for calculating subsidies on mortgage loan programs. (46 references) (JB)

ED 341 339 HE 025 235

The Cost of Medical, Dental, and Veterinary Education in Florida.
PUB DATE- 92
NOTE- 133p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dental Schools; Dental Students; *Educational Finance; Females; Higher Education; Instructional Student Costs; Loan Repayment; *Medical Education; Minority Groups; Primary Health Care; Private Colleges; *State Aid; State Universities; Student Loan Programs; *Veterinary Medical Education
IDENTIFIERS- *Florida

The Florida state legislature mandated a study of the cost of medical, dental, and veterinary education in Florida. The study examined the funding and expenditures for several state institutions using various data sources as well as information presented at a series of public meetings. Findings of the study revealed that estimated expenditures per Florida undergraduate medical student ranged from $54,700 to $64,800 in 1989-90. Unrestricted state appropriations contributed from 4.9 to 29.6 percent of total revenues. In comparison, the Association of American Medical Colleges reported that unrestricted state appropriations provide 25 percent of total revenues nationally. In contrast, unrestricted state appropriations to private medical schools nationally accounted for only 1.7 percent of revenues in 1989-90. These results suggest the following recommendations: (1) annual submission of financial data reports from the medical schools to the Office of Health Affairs of the Board of Regents; (2) continued state support of the medical loan repayment programs; (3) tying public funds for medical schools to increasing the number of women and minorities practicing in the State and to increasing the number of physicians practicing in primary care specialties and in underserved areas. Included in the report are 10 tables. Appendixes contain a comparison of tuition levels and excerpts from other reports and correspondence on medical education finance. (JB)

ED 341 340 HE 025 236

for instructors to $65,086 for professors. Appendices contain the questionnaire used in the survey and a list of the responding institutions. (GLR)

ED 341 358 HE 025 255

Working Together: Labor-Campus Collaboration. Report from a National Survey.
PUB DATE- Jul 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Colleges; Conferences; *Cooperative Programs; Data Collection; *Educational Cooperation; Educational Opportunities; Governance; Higher Education; *Institutional Cooperation; *Labor Relations; Seminars; *Shared Resources and Services; Surveys; *Unions; Universities
IDENTIFIERS- American Federation of Labor; Congress of Industrial Organizations

This report presents survey results addressing the reinvigoration and redefining of the union-academic connection in higher education. The survey's purpose was to provide illustrations of what is being done in this area and offer models for cooperative projects. The report is divided into five sections. Section 1 presents the quantitative data from the survey, organized by major categories of responses. Section 2 offers concrete examples to illustrate the range of labor/higher education cooperation, based on the categories listed in Section 1. Section 3 reports on what the state AFL (American Federation of Labor)/CIO (Congress of Industrial Organizations) presidents propose as new initiatives for cooperation between labor and higher education. Section 4 presents a series of model projects submitted by the state federation presidents as examples of the benefits of cooperation between the sectors. Section 5 is an analysis of the report along with recommendations for heightened labor/higher education collaboration. The appendices include several statements adopted by the Labor/Higher Education Council affecting the way campuses and labor organizations relate, along with a list of the responding state federations. (GLR)

ED 341 359 HE 025 256

Proceedings of the International Working Conference on the Measurements of Quality in Postsecondary Education (2nd, Edinburgh, Scotland, September 5, 1991).
PUB DATE- 5 Sep 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Outcomes Assessment; Dropout Research; *Educational Assessment; *Educational Quality; *Educational Research; Enrollment; Financial Support; Higher Education; International Cooperation; Learning Processes; Measurement Objectives; Research Committees; Research Methodology; Research Needs; School Holding Power

This report presents the outcomes from two international 1991 conferences, one held in Washington, D.C., and the other in Scotland, which addressed developing a framework for cooperative research in the area of measuring quality in curriculum; the need to update information about educational technology options; and the need to evaluate those options before and after implementation. The information provided is current as of June 1, 1991. The first of six sections contains a list of live television and non-television options. Each option provides the name and address of a contact person, access requirements, costs, courses available, schedule, and instructors. The following options are listed: Arts and Sciences Television System (ASTS), Idaho Rural Education Delivery System (IREDS), LiveNet, Public Broadcasting Service (PBS), Pacific Northwest Educational Telecommunications Partnership, Satellite Educational Resources Consortium (SERC), Satellite Telecommunications Educational Programming (STEP), TI-IN Network Inc., Centralized Correspondence Study (CCS), and EDUNET. The second section contains lists of supplementary instructional options, including federal resources, news by telecommunications, and student/teacher connections. Other sources of distance education assistance are listed in the third section, including ESN (Education Satellite Network), state telecommunications networks and technology coordinators, and private companies. The fourth section contains listings of program and production reference materials and general information references, and the fifth focuses on the implications of long range planning and the decision to use distance education for staff, the school environment, support (maintenance, supplies, and travel), and the budget. A cost planning worksheet is included. The evaluation plan presented in the final section focuses on objectives, content, instructional design, instructional materials, and evaluation of student progress. Guidelines for facilitators are included, and a glossary of terms concludes the handbook. (DB)

ED 341 377		IR 015 377

Education 2005: The Role of Research and Development in an Overwhelming Campaign for Education in America. Prepared for the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- Aug 91
NOTE- 284p.; Serial No. 102-M. This report was produced by the staff of the Subcommittee on Select Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Educational Change; *Educational Improvement; Educational Research; Elementary Secondary Education; *Federal Government; Futures (of Society); *Government Role; Information Dissemination; Public Agencies; *Research and Development
IDENTIFIERS- America 2000; Congress 102nd; *National Education Goals 1990; *Office of Educational Research and Improvement

Arguing that research, development, and dissemination are the least expensive, least threatening, and most needed forms of assistance that the Federal Government can provide to educators working toward the National Education Goals, this committee report presents 21 recommendations designed to enable the Office of Educational Research and Improvement (OERI) to play a leading role in the development of a national education reform strategy. It is noted that this report has been developed as the first step in the process of preparing legislation for the reauthorization of OERI. Background information provided by a foreword by Major R. Owens, chairman of the subcommittee, and services offered as well as on the library's own publications. Within each state the regional library appears first, followed by subregional libraries listed alphabetically by city. In several states two regional libraries have been established; in these instances, the specific service area of each library is shown. Regional libraries that also function as machine-lending agencies are identified by an asterisk. Separate machine-lending agencies (if any) are listed as the final entry for a state. The directory's second section is devoted to additional library resources available from 15 private organizations (e.g., the Braille Association of Kansas, Inc.), which are arranged alphabetically by the name of the organization. These entries provide information on eligibility requirements, special media, subject coverage, and the organization's lending policies. Two appendixes, which make up more than a third of this publication, provide statistics on the readership and circulation, budgets, staff, and collections of the NLS network libraries. (MAB)

ED 341 395 IR 053 894

McClure, Charles R., Ed.; Hernon, Peter, Ed.
Library and Information Science Research: Perspectives and Strategies for Improvement.
PUB DATE- 91
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Government Role; Higher Education; *Information Science; Learning Resources Centers; Librarian Attitudes; Library Administration; Library Education; Library Networks; *Library Research; Library Services; Public Libraries; *Research Needs; Research Opportunities; Research Projects; School Libraries; Special Libraries; State Libraries

The 28 essays in this collection provide an overview of research in library/information science (LIS), present a practical context of such research, and consider related issues and concerns. The essays are: (1) "The Elusive Nature of Research in LIS" (Peter Hernon); (2) "Guides to Conducting Research in Library and Information Science" (Ronald R. Powell); (3) "Impact of 'National Research Agendas' on LIS Research" (Charles Curran); (4) "The Role of the U.S. Department of Education in Library and Information Science Research" (Anne J. Mathews); (5) "International Aspects of LIS Research" (Michael K. Buckland and John N. Gathegi); (6) "The Role of Research in the Development of a Profession or a Discipline" (Mary Biggs); (7) "Assessing the Quantity, Quality, and Impact of LIS Research" (Nancy A. Van House); (8) "The Cross-Disciplinary Imperative of LIS Research" (Robert Grover and Roger C. Greer); (9) "Whither LIS Research: Ideology, Funding, and Educational Standards" (Ellen Altman); (10) "Library/Information Science Education: The Research Ethos" (Evelyn H. Daniel); (11) "The Role of LIS Education" (Cheryl Duran); (12) "The Role of the Library Administrator in Improving LIS Research" (Joe A. Hewitt); (13) "The Role of Practicing LIS Professionals" (Irene B. Hoadley); (14) "The Role of Professional Associations" (Julie A. C. Virgo); (15) "The Role of Editors and Editorial Boards in Journal Publishing" (Dorothy L. Steffens and Jane B. Robbins); (16) "The Secret Science: The Role of Consulting and LIS Research" (Douglas L. Zweizig); (17) "The Role of Private Funding Agencies" (Peter R. Young); (18) "The Role of Networks

Studies; *Cultural Awareness; *Cultural Differences; Ethnic Groups; Instructional Improvement; Needs Assessment; Questionnaires; School Surveys; Student Reaction; *Teacher Attitudes; Two Year Colleges

In 1991, as part of a sabbatical leave project and in response to increasing enrollments of Hispanic students at Morton College (MC), a survey was conducted to determine the extent of cultural interference in the learning process, both in the student and in the instructor. The survey sought to check for areas of common concern among educators and to suggest ways to better manage students whose cultural background differed from that of the "traditional" student at MC. A total of 70 surveys were distributed to MC faculty and staff, requesting information about: (1) respondents' perceptions of the differences in learning styles of students from other cultures; (2) the educational expectations held by respondents of students from other cultures; (3) frustrations, misunderstandings, or difficulties encountered due to cultural differences; (4) skills lacked by students from other cultures; (5) topics to include in instruction to help bridge any cultural gap; (6) strengths exhibited by students from other cultures; (7) ways instructors and administrators can provide stronger role models; (8) classroom strategies; and (9) additional concerns. Surveys were returned by 19 staff members, for a response rate of 27%. This report presents a list of other activities undertaken as part of the sabbatical project; a rationale for conducting the survey; enrollment figures; a brief discussion of cross-cultural education; the survey instrument; individual responses to each question; and a summary of student responses to the faculty members' perceptions. The report concludes with information about learning styles and short guidelines for planning instruction based on learning style. (JMC)

ED 341 414 JC 920 067

Vaughan, George B., Ed.; Palmer, James C., Ed.
Enhancing Teaching and Administration through Scholarship.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Deans; Action Research; Administrator Effectiveness; Administrator Role; College Faculty; College Presidents; *Community Colleges; *Faculty College Relationship; Institutional Role; *Instructional Improvement; Leadership Responsibility; Literature Reviews; *Noninstructional Responsibility; Recognition (Achievement); Research Opportunities; Research Skills; *Scholarship; Teacher Role; Two Year Colleges

This collection of essays examines the importance of scholarship to the community college and suggests approaches that community college leaders can take to promote a sense of professionalism built around scholarly work. In Chapter 1, "Scholarship and the Community College Professional: Focusing the Debate," George B. Vaughan suggests a broad definition of scholarship and examines the antipathy of the prevailing institutional culture to scholarly work beyond classroom teaching. In Chapter 2, "False Dichotomies," Jonathan Block examines the origins and implications of the false dichotomy between teaching and their relationship to developmental education. Included are reviews of the following tests: (1) the Comparative Guidance and Placement Program, a self-scoring test of English and mathematics; (2) the Stanford Achievement Test, an advanced battery of tests of vocabulary, reading comprehension, mathematical concepts, computation and application, science, and social sciences; (3) the Comprehensive Test of Basic Skills, a test to assess proficiency in reading, language skill, arithmetic, science, social science, and study skills; (4) the Nelson-Denny Reading Test, which measures reading comprehension, vocabulary, and reading rate; (5) the California Achievement Test, measuring reading levels from grades 1 through 12 by testing reading comprehension and vocabulary; (6) the Sequential Test of Educational Progress, used to assess "higher order" intellectual skills related to reading, such as comprehension, inference, analysis, and translation; (7) the Canfield Learning Styles Inventory, a test to assess the affective dimensions of learning such as student preferences for conditions of learning, the content of learning, and the mode of learning as well as student expectations; and (8) the Kolb Learning Styles Inventory, a test to measure the cognitive dimensions of learning styles, such as students' use of reflective observation, abstract conceptualization, and active experimentation. In addition, "Assessing Assessment," by Dennis Gabriel, is presented, which discusses the results of four surveys of educational institutions on assessment strategies and test use, and which calls for more widespread use of mandatory testing and placement of underprepared students in basic skills courses. (PAA)

ED 341 431 JC 920 092

Carter-Wells, JoAnn
Academic Preparation for College: What We Know and Where We Need To Go.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College Admission; *College Preparation; *College School Cooperation; Cooperative Programs; Developmental Studies Programs; *Educationally Disadvantaged; Educational Needs; Higher Education; High Schools; Literature Reviews; Remedial Instruction

Since 1980, efforts to strengthen the academic preparation of students for college have been made on national, regional, state, and local levels. Cited as evidence of a problem in academic preparation have been: (1) the decline in students' college admission test scores in language, study, and computing skills over the past 17 years; (2) low minimum competency test results; (3) the high school dropout and unemployment rates; (4) overly diversified curricula lacking integration of instruction from the high school to college level; and (5) increasingly diverse student bodies with a large number of limited English-speaking students. Specific recommendations from nationwide commissions and public hearings center around articulation, collaboration, standardization, and accountability. A variety of collaborative efforts have already been undertaken, including the exchange of academic personnel; assessment of skills, particularly in writing and mathematics; and concurrent enrollment of high school students in college in the successful completion of a Technical-Occupational Program in four public community colleges and one technical college in Texas. Initiated in 1989, the Assessing Minority Opportunities in Vocational Education project of the El Paso Community College District (EPCCD) involved the collection and analysis of data from minority students and faculty regarding their perceptions of those college practices that enhance and/or impede technical-occupational student completion rates. Survey instruments were distributed to 360 minority faculty and 2,439 minority students in technical-occupational programs at the two-year colleges mentioned above. During the second year of the project, modified surveys were administered to 565 white non-Hispanic faculty and 2,322 white non-Hispanic students at the same institutions. The institutions were selected because they represented nearly 50% (474 of 977) of the minority technical-occupational faculty in the state. Usable surveys were returned by 224 minority faculty (62.2%) and 342 white faculty (60.5%), while 425 minority students (17.4%) and 581 white students (25%) returned usable surveys. The student surveys examined demographic variables; reasons for entering programs; satisfaction with remediation, college programs, and services; self-reported basic skills levels; perceptions concerning the qualities of good instructors; and reasons for persisting to program completion. The faculty surveys were developed to examine faculty perceptions of the same variables (e.g., "from your minority students' point of view, how would you rate the following services..."). Based on study findings, recommendations were developed for further demographic research; improving faculty involvement with students, for recruiting more underrepresented minority students into specific programs; increasing retention services; and tailoring financial aid programs to those in technical/occupational course tracks. This project report includes a review of work-force data; an examination of student retention factors; a detailed analysis of survey results; study recommendations; data tables; the survey instruments; and a 38-item bibliography. (PAA)

ED 341 448   JC 920 112

McLendon, Sandra F.
The Development of a Discipline Code for Sue Bennett College.
PUB DATE- Feb 92
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Standards; *Church Related Colleges; Codes of Ethics; College Administration; Discipline; *Discipline Policy; Institutional Mission; Private Colleges; Sanctions; *Student Behavior; *Student Rights; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Sue Bennett College KY

A Student Discipline Code (SDC) was developed to govern student life at Sue Bennett College (SBC), Kentucky, a private two-year college affiliated with the Methodist Church. Steps taken in the process included the following: a review of relevant literature on student discipline; examination of discipline codes from six other educational institutions; analysis of the discipline records from SBC for the previous 3 years to determine previous patterns of infractions and resulting actions; and solicitation of input from the Student Government

*Program Implementation; *Technical Assistance
IDENTIFIERS- *Kentucky; Project Head Start

This document is an integrated statement about early childhood education (ECE) services by the Early Childhood Committee of the Kentucky Department of Education. The document provides indicators of effective programs; reviews service delivery systems; supports program planning; encourages the adaptation of existing models; and promotes the formation of interagency partnerships. The beliefs and assumptions about child development held by the Early Childhood Committee are listed. Among other considerations, the design of an ECE program should: (1) incorporate components identified by research as present in high-quality programs; and (2) provide for evaluation through indicators of program quality. The implementation of an ECE program must consider the need for: (1) comprehensive services; (2) a variety of service delivery models; (3) appropriate curriculum; and (4) ongoing staff development. Appendixes include: (1) a checklist of indicators of program quality; (2) lists, for the State of Kentucky, of Head Start programs, supervisors of parent and child education programs, school-age child care programs, members of preschool interagency planning councils, and early childhood training centers; (3) descriptions of learning centers, and educational equipment and materials; and (4) a list of professional educational organizations. A 12-item bibliography is included. (BC)

ED 341 466 PS 020 187

Passmark, Linda C., Ed.; And Others
For Parents' Sake: A Survival Kit for Parents and Kids. Volume I: Knowing What To Expect.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Health; *Child Rearing; Children; *Developmental Stages; *Help Seeking; Mental Health; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Materials; Safety; Social Support Groups; *Stress Management

This guide provides parents with information intended to help them deal with different aspects of parenthood. The first section describes nine developmental stages and the growth of children from birth to late adolescence. For each of these stages, descriptions of children's characteristics, suggestions for parents, and recommended books are provided. Both children's needs and parent self-care are addressed. A quiz designed to help parents to determine how well they know their child is included. The second section discusses ways for parents to deal with stress. Provided are a list of tension relievers, suggestions about asking for outside help, and a list of several types of agencies that provide professional help and services for families and individuals. It is concluded that the development of a support system, good communication with children, parent education, and the use of available community assistance are especially helpful to parents in meeting the challenges of parenthood. Appended is a list of agencies that can provide information on parenting, child development, parent support groups, and other community resources. (GLR) required for the activity. Also included are individual instruction sheets that give the procedures to be followed during the activity and references to appropriate transparencies and handouts. Copies of the 9 transparencies and 24 handouts used are provided. One of the handouts is an annotated bibliography containing 35 items. Ten lists of resource materials are appended. (BC)

ED 341 485 PS 020 274

Shaughnessy, Joan; And Others
Developmentally Appropriate Early Childhood Education. Presenter's Guide for Assessment Workshop.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jun 91
NOTE- 105p.; For related documents, see PS 020 273-275.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Early Childhood Education; Educational Objectives; *Evaluation Methods; High Risk Students; *Measurement Techniques; Program Development; Program Evaluation; School Readiness; Screening Tests; *Student Evaluation; *Workshops
IDENTIFIERS- *Developmentally Appropriate Programs; Education Consolidation Improvement Act Chapter 1

A workshop designed to present teachers and administrators with information on assessment issues and instruments related to developmentally appropriate practices in early childhood classrooms is presented in this guide for trainers. The workshop is process-oriented, meaning that participants will be engaged in activities that require them to absorb and share new information. The activities include the presentation of introductory material, resource information, and a summary. Activities address assessment from the developmentally appropriate perspective; the development of an assessment plan; and the writing of desired outcomes. The trainer's guide contains an overall design and purposes for the workshop, a training agenda that lists each activity and the time and materials required for it, and individual instruction sheets for each activity. These sheets include procedures to be followed during the activity and references to appropriate transparencies and participant handouts. Copies of the 17 handouts and 18 transparencies used are included. One of the handouts is an annotated bibliography containing 42 items. (BC)

ED 341 486 PS 020 275

Stoops, Jack; And Others
Developmentally Appropriate Early Childhood Education. Handbook on Program Development and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jun 91
NOTE- 206p.; For related documents, see PS 020 273-274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

The purpose of this guide is to amplify the specific issues concerning substance abuse which Head Start grantees need to address, and to suggest resources and strategies to respond to these issues. The guide consists of five chapters, a bibliography, and two appendixes. An introduction (chapter I) discusses the problem of substance abuse and the importance of developing strategies to address this problem within the framework and resources of the existing Head Start program. It is emphasized that strong collaboration must exist between Head Start and other community programs and agencies. Chapter II addresses issues related to Head Start staff, including the staff's role in addressing substance abuse, staff training, development of strategies and policies, and employee assistance programs. Chapters III and IV discuss Head Start's role in helping children and their families affected by substance abuse. Issues include the identification of affected and at-risk children and families with substance abuse problems, approaches to prevention, the adaptation of existing curricula, referral and follow-up procedures, and approaches for special family populations, includent migrant worker Native American, immigrant, and homeless families. The importance of community partnerships is addressed in Chapter V, with specific reference to: (1) how Head Start grantees can link up effectively with other community resources; and (2) what kinds of services and programs are available in communities. A list of resources appears at the end of each chapter. Appended are a bibliography of 17 references; a list of commonly abused substances, their street names, and their effects; and an extensive list of national, regional, and state resources. (GLR)

ED 341 504 PS 020 299

Farquhar, Sarah-Eve; And Others
Quality is in the Eye of the Beholder: The Nature of Early Childhood Centre Quality. Research Report No. 2 to the Ministry of Education.
PUB DATE- Dec 91
NOTE- 134p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; Class Size; *Day Care Centers; *Educational Quality; Family Characteristics; Family Income; Foreign Countries; Group Discussion; Home Visits; *Kindergarten; *Parent Attitudes; Parent Education; Parent Participation; Parent School Relationship; Preschool Education; Public Policy; Questionnaires; Safety; *Teacher Attitudes; Teacher Student Ratio
IDENTIFIERS- Developmentally Appropriate Programs; New Zealand; *Play Centers; *Quality Indicators

This report examines the perspectives of parents, staff, and experts on the definition of quality early education and care in New Zealand. Participants included families and staff from four types of centers: kindergarten, play centers, childcare centers, and Te Kohanga Reo centers. Three data collection methods were used: questionnaires, group discussions, and observational assessment of center quality. The views of early childhood education experts on quality were compare with those of parents and staff. The report consists of four chapters. The first two chapters provide background information and information on objectives of the study, methodology used, and characteristics of the centers and groups of people in the study. Findings are presented in Chapter 3. They show that

For related documents, see ED 339 587-588 and RC 018 538-557.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; American Indians; Data Collection; Educational Needs; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; *Government Role; Higher Education; Meetings; Tribes
IDENTIFIERS- *Indian Nations At Risk Task Force; Task Force Approach

This document contains detailed reports of the five business meetings held by the Indian Nations At Risk Task Force during 1990-91. At the initial meeting, Task Force members and interested parties clarified the goals and guiding principles of the Task Force's work. This work would include gathering data on the educational status of Indian children, youth, and adults; finding and publicizing programs that work; identifying misconceptions about Indian education; and recommending ways to improve education for Native Americans. Possible topics for exploration were discussed, particularly Native American education goals and their relevance to national education goals. At subsequent meetings, wide-ranging discussions covered such topics as parent involvement; racial bias; special education; deficiencies in federal funding; the need for expanded state government involvement; major problems at Bureau of Indian Affairs schools; educational responsibility and role of governments, tribes, and Native people; educational finance issues related to improving Native education; alternative certification for Native teachers; task force efforts to make a political impact; the nature of the Federal Government-Indian relationship; and higher education issues. Recommendations for the Task Force's final report were formulated and amended for numerous "partners" concerned with the education of Native American children and adults: parents, educators, tribal governments and Native communities, local and state governments, the Federal Government, and colleges and universities. The greatest number of recommendations were directed to the Federal Government and included the following: (1) establish an Assistant Secretary for Indian Education in the U.S. Department of Education; (2) authorize the establishment of a national research and school improvement center for Native education; (3) amend the Bilingual Education Act to allow for the retention and continued development of Native languages in accordance with the Native American Language Act of 1990; and (4) promote as a national priority the training of Native professionals and Native educators for all levels of teaching. (SV)

ED 341 524 RC 018 538

The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. Annual Conference of the National Indian Education Association (22nd, San Diego, California, October 15-16, 1990).
PUB DATE- Oct 90
NOTE- 231p.; For related documents, see ED 339 587-588 and RC 018 537, and RC 018 557; for individual papers in this proceedings, see RC 018 539-556.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; American Indians; Bilingual Education; *Cultural Education; *Demonstration

handicapped persons; (5) overmedication of elderly persons and the need for a holistic approach to wellness and health care; (6) the need for adult day care programs in the community; and (7) the need for culturally appropriate therapy to help elders deal with the grief accumulated during their lives and with substance abuse problems. Also discussed were recommendations for bringing elders into the schools, and effective programs and strategies for elder participation, including tribal health services and meals for the elderly, transporting elders to recreational and cultural activities, elders teaching traditional child rearing practices to teen mothers in school, elders as storytellers in school, intergenerational community service projects involving elders and youth, elders as aides in special education classes, and elders and medicine men serving as advisors in the development of educational philosophy at Navajo Community College. (SV)

ED 341 541   RC 018 555

Special Session for Students and Elders To Address the Task Force and NACIE. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 13p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *College Preparation; *Educational Experience; Elementary Secondary Education; Hearings; Higher Education; Minimum Competency Testing; Primary Sources; Student Needs; *Teacher Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Native Americans; *Pre Professional Skills Tests Native Americans

This report summarizes a joint session held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony about the concerns of the parents of Native American students. Issues and problems were in the areas of: (1) the decline of Native enrollment in teacher education programs; (2) the Pre-Professional Skills Test as a barrier to Native teacher education and how teacher candidates have dealt with this; (3) inadequate preparation for college in secondary schools, particularly Bureau of Indian Affairs (BIA) schools; (4) test bias; (5) the need for Native students to develop test-taking skills; (6) the need for greater career guidance in secondary schools; (7) the need for greater parental involvement in educational decision making related to their own children; (8) the need for better facilities and higher employee standards at BIA boarding schools; (9) tribal advocacy for high risk students in the public schools; and (10) difficulties related to the recent BIA reorganization. The report also describes a woman's lifetime educational experiences in BIA elementary and secondary schools and in college, and her long struggle to become a teacher. (SV)

ED 341 542   RC 018 556

Open Discussion with NACIE and Task Force Members. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October

Barbera, Janet; And Others
Workshop in Al Kalfus: History of Mathematics, Problem Solving, Enrichment. Dissemination Packet--Summer 1989: Booklet #7.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 53p.; For related documents, see SE 052 482-490.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; High Schools; *Inservice Teacher Education; *Mathematical Concepts; *Mathematics Education; *Mathematics Teachers; Program Descriptions; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY

This booklet is the seventh in a series of nine from the Teacher Training Institute at Hofstra University (New York) and synthesizes the contribution of the late mathematics educator, Alfred Kalfus, to the institute as adviser, guest lecturer, and instructor. Descriptions of the enrichment topics for secondary school mathematics included in his course are presented with problems and some solutions, namely: infinity, non-Euclidean geometry, mathematical induction, graphing and curve sketching, geometrical transformations, the Cantor set, Zeno's paradox, and more. A bibliography and a starter list of topics for math fair presentations are also included. (JJK)

ED 341 561 SE 052 489

Knee, David; And Others
Discrete Mathematical Models and Spreadsheets in the Classroom. Dissemination Packet--Summer 1989: Booklet #8.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 50p.; For related documents, see SE 052 482-490. Page 31 is slightly cropped.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Pretests Posttests; Secondary School Mathematics; Secondary School Teachers; *Spreadsheets; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Discrete Mathematics; *Hofstra University NY

This booklet is the eighth in a series of nine from the Teacher Training Institute at Hofstra University (New York) and contains descriptive information about two courses included in the institute's program. The first course, by David Knee, William McKeough, and Robert Silverstone, is "Discrete Mathematical Models," which deals with topics from graph theory, set theory, logic, combinatorics, probability theory, statistics, and finite algebraic structures. The second course, by Joyce Bernstein and William McKeough, is "Spreadsheets in the Classroom" and focuses on spreadsheet-based conjecturing and problem solving activities involving geometric properties, number theoretic principles, conditional probability, trigonometric relations, and graphing capabilities. For each

PUB DATE- Jan 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *AeroSpace Technology; Audiovisual Aids; *Aviation Education; Aviation Technology; Career Awareness; Computer Uses in Education; *Curriculum Guides; Demonstrations (Educational); Educational Games; Elementary Secondary Education; Inservice Teacher Education; Middle Schools; Museums; Navigation; *Resource Materials; Science Education; *Space Sciences; Teaching Guides; Toys
IDENTIFIERS- Model Rocketry; NASA Spacelink; National Aeronautics and Space Administration; Planets

This resource guide contains information on curriculum guides, resources for teachers, computer software and computer related programs, audio/visual presentations, model aircraft and demonstration aids, training seminars and career education, and an aerospace bibliography for primary grades. Each entry includes all or some of the following items: title, an address and phone number, and a brief description. Topics include: math and space, safety, history of flight, living in space, computer shareware, futures in space, space shuttle, starlab, Venus, planetariums, model rockets, radio controlled aircraft, museums, and helicopters. (KR)

ED 341 580 SE 052 706

Zahraee, Mohammad A.; And Others
Computer Software & Programing Utilization in Kinematics.
PUB DATE- 91
NOTE- 13p.; Paper presented at the ASEE Illinois/Indiana Spring Section Conference (Spring, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acceleration (Physics); *Computer Assisted Design; *Computer Assisted Instruction; Computer Simulation; Engineering Education; *Graphs; Higher Education; Manufacturing Industry; Mechanics (Physics); *Motion; Science Education; Student Projects
IDENTIFIERS- BASIC Programing Language; FORTRAN Programing Language

This paper discusses two software packages used in kinematics courses at Purdue University, Calumet (Indiana) and some algorithms written by students for cam design. The first software package, 4BAR, requires the user to define the particular four bar linkage in terms of lengths of the individual links and the angle and distance to the coupler point. Once the linkage has been defined, the user is free to select different options which will analyze various aspects of the linkage. The options are as follows: (1) coupler curve point; (2) table of output; (3) transmission angle; (4) animation; (5) position; (6) velocity; and (7) acceleration. The second software package, CADAM, allows the user to test the motion of a mechanism to verify that it works as designed. The program allows the user to construct and modify mechanisms, delete existing linkages, animate the motion of the mechanism, and display the motion coordinates of the mechanism on a graph or table. Figures and graphs are included to show some of the

Materials; Research Tools; Search Strategies; *Social Studies; *Textbook Research
IDENTIFIERS- *Trade Books

Bringing social studies textbooks to life has been a growing concern of educators. The use of general interest books, or trade books, can be a helpful means of supplementing the traditional textbook. This document is a study designed to identify trade books to supplement the main themes, goals, and topics of Communities and Resources, Silver Burdett's third grade textbook in The World and Its People social studies program. A database was created to conduct the searches for appropriate trade books. This database is discussed and the particulars of its usage explained. Sample reports generated by the search are provided, organized in formats specifically for teachers, students, and librarians. Examples of searches done by key word, reading level, author and book title, also are included. Eight recommendations on how trade books can be utilized by social studies teachers are presented along with an 18-item bibliography. (DB)

ED 341 603 SO 021 718

The Role of the United States in a Changing World. A Curriculum Unit on Foreign Policy Choices.
PUB DATE- 91
NOTE- 31p.; A series on the United States' choices in a changing world.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Democratic Values; *Foreign Policy; *Futures (of Society); *International Relations; Learning Activities; Political Influences; Politics; Secondary Education; Social Studies; Teaching Methods; *Units of Study

This 3- to 5-day currriculum unit for secondary students centers around four possible directions for U.S. foreign policy during the 1990s. Designed as a culminating exercise at the end of the year or as an introductory activity to open the semester, this unit, and the possible futures it presents, should be thought of as a vehicle for guiding students through the process involved in developing a reasoned opinion for U.S. foreign policy. By first exploring four clearly defined alternatives and the beliefs underlying them, it is hoped that students will be able to organize their own values and ideas. The four futures act to flesh out four fundamentally different ways of looking at the world, so that students can weigh the merits of each world view. In Future One, the United States has a "good vs. evil" view of world affairs and believe it has the right and responsibility to act unilaterally to try to help spread democracy and respect for human rights. In Future Two, the United States has a conventional "balance of power" view and does not feel any fundamental change is needed in existing policies. In Future Three, the United States has a "globalist" view and believes that all nations must address international problems not on their own, but cooperatively. In Future Four, the United States has an "economic" view and believes that economic strength, not military strength is the key to security and prosperity. (DB)

ED 341 604 SO 021 731

Turkish society. Eight priorities of the educational system, based on existing problems, are outlined. (DB)

ED 341 625 SO 021 923

Taylor, Patty
In the Process: A Visual Arts Portfolio Assessment Pilot Project.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Creative Thinking; *Educational Assessment; *Evaluation Methods; Fine Arts; Formative Evaluation; Intermediate Grades; Learning Strategies; *Portfolios (Background Materials); Secondary Education; *Self Evaluation (Individuals); *Visual Arts
IDENTIFIERS- California; California Art Education Association

The California Art Education Association conducted a portfolio assessment pilot project to provide visual arts educators with examples of classroom practice to serve as a foundation for further development of performance/portfolio assessment. Key issues addressed during this project included the purposes of assessment portfolios for students and teachers and the selection of portfolio contents. A portfolio that is assessed regularly offers students the opportunity to learn about learning, engages them in self-reflection, and allows them to value both their own work and themselves as learners. Examples of selected portfolio artwork and students' written responses to those artworks are provided. Samples of surveys conducted with students (n=50) and teachers to discover how they feel about portfolio assessment also are documented. The results of the survey show that both students and teachers benefit from using assessment portfolios. (KM)

ED 341 626 SO 021 924

This is Art: A Position on High School Visual Arts Courses.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; Art Appreciation; Art Criticism; *Art Education; Art History; *Course Content; Creativity; *Graduation Requirements; High Schools; *Integrated Activities; Theater Arts; *Visual Arts
IDENTIFIERS- California; California Art Education Association

The California Art Education Association (CAEA) has outlined guidelines to help administrators, teachers, and others responsible for determining the acceptable content of visual arts courses offered to meet California's state graduation requirements or entry requirements into a state university. Emphasis for visual arts courses should be on the creative process supported by aesthetic perception, arts heritage, and aesthetic valuing. When appropriate, instruction should provide opportunities for integrating the visual arts with the performing arts, and other subjects, such as history-social science, English language arts, and science. Students also should be involved in reading-writing assignments, field trips, and exhibition programs in schools and in the community. Visual arts curricula and instructional strategies must encourage

Critical Inquiries, Uncertainties and Not Faking It with Students.
PUB DATE- 4 Aug 91
NOTE- 31p.; Paper presented at the Annual Conference of the Center for Critical Thinking and Moral Critique (Rohnert Park, CA, August, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Cooperating Teachers; *Critical Thinking; *Educational Objectives; Educational Principles; Elementary Secondary Education; Group Discussion; Higher Education; Preservice Teacher Education; Student Teachers; *Teacher Student Relationship; *Teaching Methods

Major areas of inquiry found in this paper pertain to: (1) the current status of critical thinking in curriculums; (2) critical thinking as working with knowledge that is open to question and creative response; (3) descriptions of situations where critical thinking is enacted through classroom discourse techniques; (4) the need to wean students from roles as passive notetakers ("little stenographers"); and (5) descriptions of cooperating teachers as critical inquiry mentors of student teachers. The power of authentic discourse in classrooms is centrally advanced with reference to the practice of "suppositional teaching." Through such teaching, knowledge can be viewed as belonging to participants in group dialogue instead of to sources of established or taken-for-granted authoritativeness. The paper concludes with an invitation to consider why critical thinking in clasrooms is still in very much of an "at-risk condition." Specific and unfortunate conditions that still prevent critical thinking efforts in classrooms are suggested. It is suggested that good cheer about critical thinking advances in recent years may be delusional. (Author/IAH)

ED 341 647 SP 033 479

A Report Card of School Health Programs in New Mexico. Executive Summary.
PUB DATE- Nov 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Counseling Services; *Educational Environment; Elementary Secondary Education; *Health Education; *Health Programs; *Health Promotion; Nutrition Instruction; Physical Education; Private Schools; Public Schools; *School Health Services; School Personnel; *State Surveys
IDENTIFIERS- American School Health Association; Comprehensive School Health Programs; *New Mexico

The New Mexico School Health Advisory Committee adopted a model of comprehensive school health programming that incorporates the following eight components: (1) health services; (2) health education; (3) school health environment; (4) physical education; (5) student nutrition; (6) counseling; (7) integrated school and community health promotion; and (8) schoolsite health promotion programs for faculty and staff. In 1990, the committee surveyed public and private accredited schools to describe the status of New Mexico's schools with respect to each of the eight components of the model. Survey instruments were adapted from the American School Health

ED 341 666 SP 033 552

VanLeirsburg, Peggy; Johns, Jerry L.
Assessment Literacy: Perceptions of Preservice and Inservice Teachers Regarding Ethical Considerations of Standardized Testing Procedures. Literacy Research Report No. 12.
PUB DATE- Dec 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Courses; Elementary Secondary Education; Ethics; Higher Education; *Inservice Teacher Education; *Knowledge Level; *Preservice Teacher Education; *Standardized Tests; *Teacher Education Curriculum; Testing Problems; Test Validity; Test Wiseness
IDENTIFIERS- *Tests and Measurement Courses

The widespread use of standardized tests and the high stakes decisions made because of their scores are facts that cannot be ignored. It can be argued, therefore, that assessment literacy should be included in the training of teachers and administrators. To determine the extent of selected assessment knowledge among preservice and inservice teachers a survey of test-taking considerations, test-administration procedures, and test-wiseness strategies was sent to 130 preservice and 119 inservice teachers who were enrolled in coursework at a large midwestern university. One-third of the preservice and 10 percent of the inservice teachers had not taken any tests and measurements courses. Results suggest that both groups could benefit from additional knowledge about standardized test administration, preparation of students to take tests, and making informed decisions about test scores. Assessment literacy could be improved in courses that emphasize: (1) differences between standardized and teacher-made tests; (2) the importance of following administration procedures to ensure score validity; (3) general test-wiseness skills that may be taught to improve general testing performance; and (4) unethical practices including instruction in specific test content, using actual items from the test. At least one tests and measurements course is recommended in order to complete the teacher education program. (LL)

ED 341 667 SP 033 553

Enhancing Social Skills in the Classroom (E.C.S. to Grade 3). A Manual for Instructors.
PUB DATE- 91
NOTE- 198p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Communication; Distance Education; Early Childhood Education; Educational Strategies; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Interpersonal Competence; *Social Cognition; *Social Development; *Student Participation; *Teacher Workshops; Teleconferencing
IDENTIFIERS- Alberta

This manual on Early Childhood Services (E.C.S.) focuses on strategies for enhancing social skills in young children and describes 10 two-hour training sessions. The goals of the training are to help teachers understand and identify young children's social development difficulties; to offer guidelines practical knowledge about teaching; and (3) to move toward a professional conceptualization and understanding of teaching as both art and science. For evaluation purposes, the seminars were audio-recorded and each participant interviewed according to a standard set of questions. Findings suggest that teachers developed collegial relationships with group members, became aware of research based findings and addressed the difficulties of being a novice. It was also found that barriers of isolation were broken down, a greater understanding of teaching was achieved, experiences were shared and discussed, and reflection was encouraged. (LL)

ED 341 686   SP 033 583

Watt, Molly Lynn; Watt, Daniel Lynn
Teacher Research, Action Research. The Logo Action Research Collaborative. Report No. 91-4.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Computer Assisted Instruction; Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; *Research Methodology; *Research Utilization; Teaching Methods
IDENTIFIERS- *LOGO Action Research Collaborative; LOGO programing Language; Teacher Researchers

This report describes methodologies developed by the LOGO Action Research Collaborative--a national network linking 90 teachers at 9 sites--to facilitate and support collaborative inquiry by teachers into their own teaching practices. The report provides background information on action research as an evolving discipline; identifies three phases of a year-long action research cycle; and describes key strategies developed by the project to support teachers in taking on a research frame of mind, identifying areas of concern, and undertaking and completing action research projects. Several examples illustrate action research investigations undertaken by teachers and demonstrate the benefits of the investigations to the students and teachers involved. In conclusion, the report makes a case for the potential contribution of action research to current educational reform initiatives and school restructuring. Eighty-four references and related readings are listed. (Author/IAH)

ED 341 687   SP 033 584

Ochoa, Alberto M.
New Teacher Retention Project: Final Performance Report FY 1989-91. Series on Equity Issues in Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Bilingual Teachers; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Teacher Education; Limited English Speaking; *Program Evaluation; *Student Needs; *Teacher Persistence; Teaching Methods

only one rater. In a concurrent validation of the GMIB involving incumbents from 120 job classifications, an estimated true validity of 0.41 was found for predicting the composite of ratings by immediate supervisors on 6 job performance dimensions (n=275). An estimated true validity of 0.44 was found for predicting the composite of ratings by second-level supervisors on the same performance dimensions (n=239). Factor analysis identified four factors for the GMIB, making it possible to retain the dimension format associated with traditional in-baskets. Automated candidate feedback can also be generated with the GMIB. Twelve tables present data from the studies, and an 11-item list of references is included. (SLD)

ED 341 706 TM 017 880

Blankenship, Mark H.; And Others
Evaluating the Economic Impact of a Valid Test: A Comparison of Supervisor and Incumbent Estimates of SDy.
PUB DATE- Jun 91
NOTE- 18p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Council (15th, Chicago, IL, June 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Economic Factors; Economic Impact; *Estimation (Mathematics); Evaluation Methods; *Evaluators; Government Employees; *Job Performance; Local Government; Personnel Selection; Questionnaires; *Supervisors; Test Validity
IDENTIFIERS- California (San Diego County); Eligibility Technicians; Experts; *Job Value Factors; *Utility Analysis; Worth

To determine if individuals other than first-line supervisors could be used as expert judges in making estimates of job performance worth when conducting a utility analysis, this study compared the estimates of experienced job incumbents with those of supervisors. The job class investigated was that of eligibility technician, who performs varied technical work in determining clients' initial and continuing eligibility for one of several forms of public aid and is primarily found in the Department of Social Services in San Diego County (California). Participants were 120 eligibility supervisors and 203 eligibility technicians (incumbents). A modification of the global estimation technique of F. L. Schmidt and others was used to obtain estimates of job worth in dollars (SDy=job worth in dollars) at the 15th, 50th, and 85th percentiles of job performance. A questionnaire containing the modified Schmidt method was administered to the subjects. Results indicate that job incumbents provided estimates that were not substantially different from those of supervisors. The obtained estimates of worth were used in a utility analysis to compute costs and benefits associated with the eligibility technician selection process that was in use between December 1986 and January 1990; the process saved the county over one million dollars a year because it screened in high-performing individuals. One graph and 11 tables present study data, and a 35-item list of references is included. (SLD)

ED 341 707 TM 017 882

Mecham, Robert C.
Estimation of Occupational Test Norms from Job Analysis Data.

(Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Census Figures; Elementary School Teachers; Elementary Secondary Education; Estimation (Mathematics); *Institutional Characteristics; National Surveys; Principals; *Private Schools; Questionnaires; *School Statistics; School Surveys; Secondary School Teachers; *Tables (Data); Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Tabulated data are presented on private schools and private school teachers and administrators. School characteristics are included, along with data on program emphasis, admissions criteria, and graduation and college application rates. Data reported for teachers includes: (1) personal characteristics; (2) educational level; (3) experience; (4) salary and incentives; (5) non-school employment; and (6) teachers' attitudes about and experience with teaching. Similar data are reported for school administrators. Each table contains national estimates for all schools and for public and private schools. Private schools are described according to a nine-category typology recently developed by the National Center for Education Statistics (NCES). Data were collected through the 1987-88 Schools and Staffing Survey (SASS) developed by the NCES and conducted by the Department of the Census. Highlights of the survey include the following data: (1) the reported average salary for private school administrators was $20,206, compared to $41,924 for public school administrators; (2) about one-half of all private school administrators reported having some difficulty in filling teacher vacancies; (3) despite the salary differentials, close to one-third of the private school teachers reported that they would become a teacher again; and (4) teachers in private schools report a stronger sense of a shared school mission. The SASS consists of seven questionnaires, which are described along with other technical considerations in a methods section that follows the tables. The private school sample consisted of 3,513 schools, for which the survey responses of 3,513 principals and 11,529 teachers were analyzed. Sixty-five tables of data are provided. (SLD)

ED 341 725 TM 017 917

Allen, David F.; Gober, Susan L.
Report on the July 1991 National Council Licensure Examination for Registered Nurses (NCLEX-RN).
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Comparative Analysis; *Failure; Higher Education; Instructional Improvement; *Licensing Examinations (Professions); Low Achievement; *National Programs; *Nurses; Nursing Education; Outcomes of Education; *Predictor Variables; Sex Differences; Student Characteristics; Success; Testing Programs; *Test Results
IDENTIFIERS- Mosby Assess Test; *National Council Licensure Exam Registered Nurses; Nursing Students

Factors associated with an unusually high rate of failure on the July 1991 National Council Licensure Examination for Registered Nurses (NCLEX-RN) were analyzed for nursing students at Angelo State University in San Angelo (Texas). Of the 111 nursing degree recipients who took the examination for the first time in July 1991, 18 (16.2%) failed. These 18 candidates were compared with 18 who were randomly selected from among those

Districts; School Effectiveness; Teacher Effectiveness; *Urban Schools; Urban Youth
IDENTIFIERS- Child Centered Education; *Reform Efforts
This monograph describes 12 urban middle schools in 5 school systems as they work to apply the characteristics of successful communities to education. In some of these schools, racial segregation has been and continues to be a major feature. The Edna McConnell Clark Foundation (New York) has awarded grants of $400,000 each to school systems in: (1) Baltimore (Maryland); (2) Louisville (Kentucky); (3) Milwaukee (Wisconsin); (4) Oakland (California); and (5) San Diego (California). Schools were selected because of their readiness to embrace middle school reform. This report represents an independent observer's view of the progress and problems of the reform effort in these ongoing projects. Project descriptions include profiles of the individual schools, administrators, and teachers who are making reform work. A look at these schools confirms that each school's effort is unique, but that making the school child-centered is essential. Many students in these schools responded to the higher expectations, content, and support generated by the initiatives. Central offices developed new ways of working with schools as the programs progressed and some schools began to offer leadership to others in their systems. Schools and communities learned to work together to benefit students. A better future for these urban students depends on the will to change by each school and within each teacher. Included are a 40-item bibliography and a 36-item list of resource organizations. (SLD)

ED 341 743 UD 028 468

Weiss, Heather; Halpern, Robert
Community-Based Family Support and Education Programs: Something Old or Something New? Revised.
PUB DATE- Dec 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Community Health Services; *Community Services; Delivery Systems; *Economically Disadvantaged; Family Health; *Family Programs; Financial Support; Parents; Poverty; *Poverty Programs; Program Development; Program Evaluation; Public Policy; Social History; Social Influences; State Programs
IDENTIFIERS- *Community Based Education
This document provides a historical framework for better understanding the emergence of community-based family support and education (CBFSE) programs, their place within the larger service delivery system, and their potential for meeting the needs of children and families living in poverty. The paper is organized into five sections. The first section outlines the core characteristics and underlying premises of the movement. The second section traces a history of CBFSE programs from the early nineteenth century to the present, including an examination of the continuities and discontinuities in underlying purposes and assumptions, social forces stimulating intervention efforts, and approaches to working with families. The third section focuses on the evolution of program evaluation in the field from the late 1960s to the present, approaches to research design and measurement, interpretation of data from selected studies, and current evaluation issues. The fourth section examines emerging patterns of organization

to study. Data also suggested that AU does reduce barriers to higher education study for women. The data also indicated that the AU experience assisted students to gain in self-esteem and self-confidence. Included are 17 references. (JB)

ED 341 302 HE 025 194

Melenyzer, Beverly J.
Empowerment and Women in Education: A Critique of the Feminist Discourse.
PUB DATE- 1 Nov 91
NOTE- 22p.; Paper presented at the Annual Conference of the Women's Consortium of the Pennsylvania State System of Higher Education (11th, Shippensburg, PA, November 1-2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Feminism; *Higher Education; Instruction; *Power Structure; Professional Development; Sex Bias; Sex Differences; Sex Discrimination; Sex Fairness; Women Administrators; *Women Faculty
IDENTIFIERS- *Empowerment; Feminist Scholarship

This paper reviews the dominant theoretical framework espoused by feminist writers in order to gain a deeper understanding of the distinction between feminist groups on the question of empowerment within the higher education establishment. Feminists are described as falling into three groups--liberal feminists, radical feminists and social feminists--though an alternative model sees feminist thinking as influenced either by a liberation model of pedagogy or by a gender model based on recent theories of women's development. Four major themes of empowerment are supported by these theories. The collective action and critique theme urges teachers and administrators to seek ways to work together. The gender and power theme sees the inequality and discrimination among women teachers as a gender concern which encompasses larger issues of power. The reform and feminist voice theme offers a model for feminist professionalism in opposition to masculine, mainstream visions of career advancement. A theme called caring, community, connectedness and equality emphasizes collaborative relationships. Included are 34 references. (JB)

ED 341 303 HE 025 195

Duke, Charles R.; Sessoms, Isaiah
Teaching Effectiveness: Perspectives of Pennsylvania First Year University ACT 101 Students and Their High School Teachers.
SPONS. AGENCY- Pennsylvania State System of Higher Education, Harrisburg. Pennsylvania Academy for the Profession of Teaching.
PUB DATE- Jun 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educationally Disadvantaged; Higher Education; High Schools; Private Colleges; State Colleges; State Legislation; *Student Characteristics; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Influence
IDENTIFIERS- *ACT 101 Programs; *Pennsylvania

This study collected data pertinent to instructional

Secondary Education; Employed Women; Enrollment; *Equal Education; *Equal Opportunities (Jobs); Higher Education; Hispanic Americans; Low Income Groups; Minority Groups; *Nondiscriminatory Education; Policy Formation; *Sex Discrimination; *Sex Fairness; *Sex Stereotypes; Vocational Education

This book of 13 papers resulted from a May, 1988, conference which examined the link between sex stereotyping in education and occupational inequities in the workplace. The book is organized in five parts. Papers in the first two parts assess the impact of sex and race stereotyping and discrimination on girls in school. Next the workplace issues, including job training, access to non-traditional jobs, and occupational segregation are examined. The fourth section takes up the question of the role of education in perpetuating or alleviating women's poverty. The final section is a conclusion offering a number of policy recommendations and strategies for change. Papers are as follows: "Introduction" (Leslie R. Wolfe); "The New Demographics and Its Impact on Policy Development for Women of Color" (Juanita Tamayo Lott); "Education in a Democratic Society: From the 1960s to the 1980s" (Marilyn Gittell); "Gender Practices and Employment: The 'Sears' Case and the Issue of Choice" (Phyllis Palmer and Roberta Spalter-Roth); "Sexism in American Education: The Hidden Curriculum" (David Sadker and Myra Sadker); "Honoring Cultural Diversity and Building on Its Strengths: A Case for National Action" (Beryle Banfield); "Equitable Computer Education for Girls and Boys of Color" (Carol Edwards); "Hispanic Women in College and Careers: Preparing for Success" (Laura I. Rendon and Amaury Nora); "Model Programs Prepare Women for the Skilled Trades" (Wendy Johnson); "Higher Education as the Route to Self-Sufficiency for Low-Income Women and Women on Welfare" (Saundra Murray Nettles); "Women on Welfare: Education and Work" (Marilyn Gittell); "Transforming Rhetoric into Choice: Access to Higher Education for Low-Income Women" (Erika Kates); and "Occupational Segregation and Its Roots in Education: A Policy Map" (Beryl A. Radin). The book also contains a list of acronyms, an index, and references following each chapter. (GLR)

ED 341 322 HE 025 218

Withrow, Dolly
West Virginia State College (1891-1991): From the Grove to the Stars.
PUB DATE- Apr 91
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Aerospace Education; *Black Colleges; *Black Education; Black Students; College Administration; College Athletics; *Educational Development; Educational History; Higher Education; International Education; Reminiscence; School Expansion
IDENTIFIERS- Reserve Officers Training Corps; *West Virginia State College

This book provides a history of West Virginia State College, and also contains stories about the people who have been influential in the college's development and who, in some way, altered its historical course. The first nine chapters discuss the college's inception as the West Virginia Colored Institute and the development of the school through its first nine administrations from 1892 to 1991. Chapters 10 through 13

Stafford Student Loans: Lower Subsidy Payments Could Achieve Savings without Affecting Access. Report to Congressional Committees.
PUB DATE- 6 Jan 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Banking; *Capital; *Cost Effectiveness; Educational Finance; Federal Programs; Higher Education; Investment; Money Management; *Student Loan Programs
IDENTIFIERS- *Stafford Student Loan Program

Looking for ways to save money within the Stafford Student Loan program, a study was done to measure the effect that a lower special allowance could have on the supply of Stafford loans made with private capital. The special allowance is an incentive payment to commercial lenders who participate in guaranteed student loan programs. The study used a multiple regression analysis that focused on the relationship between commercial lenders' rates of return and the supply of Stafford loans they financed. This allowed the study to predict the commercial supply of Stafford loans that corresponds to lower special allowances. Results of the study indicated that a lower special allowance should cause little change in commercial lending, that such a reduction would mean significant program savings, and would result in more loans by fewer lenders. This could be done while not adversely affecting the Stafford loan program's reliance on loan capital supplied from the private market, attenuating students' access to subsidized loans, or discouraging most lenders from participating. It was estimated that a special allowance reduction to 3 percent would result in about a 1 percent decrease in projected commercial loan volume. Appendixes contain details of the statistical methodology and regression models. (JB)

ED 341 341 HE 025 237

Hinton, Samuel
Thinking about College: A First Step in Early Intervention.
PUB DATE- 13 Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; At Risk Persons; *Black Youth; College Bound Students; College Choice; *College Day; *College Preparation; College School Cooperation; Demonstration Programs; Disadvantaged Youth; *Grade 9; Higher Education; High Schools; *Hispanic Americans; Inner City; School Business Relationship; School Community Programs; Student Educational Objectives; Urban Schools

An evaluation was done of a precollege intervention program that aimed at introducing ninth graders to the idea of going to college, and to challenge them to think about and make a commitment to attending college. The program brought 450 mostly Black and Hispanic ninth graders from an inner-city school district to visit a mid-sized rural university where they met with university administrators, faculty and students and participated in seminars on issues facing adolescents and on attending college. A further program component provided monetary rewards to students for passing grades in school. Those funds were then deposited into an scholarship account for postsecondary education. The first meeting established the foundations for collaborative research and the second picked up where the first left off by correctly outlining the four specific areas of investigation that were identified in Washington. These were: the international assessment of student learning in specific disciplines; the impact of the implementation of quality control or assessment procedures on higher education systems; drop-out, retention, and enrollment patterns of students as they exist in various countries; and peer review as a process of quality control. The document then provides a breakdown of each of these four research areas in terms of: (1) which countries would participate in which areas of research; (2) the level of participation of the researchers in each area; (3) the scope of the research; (4) which researchers will be responsible for project coordination; (5) the investigative models to be used; (6) the research methods to be employed; and (7) sources of funding. A list of participants with their affiliations and addresses is included. (GLR)

ED 341 360 HE 025 257

Garcia, Teresa; Pintrich, Paul R.
The Effects of Autonomy on Motivation, Use of Learning Strategies, and Performance in the College Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; Classroom Techniques; College Students; *Goal Orientation; Higher Education; Learning Motivation; *Learning Strategies; Metacognition; *Personal Autonomy; *Self Efficacy; Student Educational Objectives; *Student Motivation; Test Anxiety

This paper presents results of a study that examined the effect of different levels of autonomy upon intrinsic goal orientation, task value, self-efficacy, test anxiety, use of metacognitive strategies, and performance in the college classroom. Study participants were 365 college students from 4 institutions in 10 classrooms: 3 biology (n=162); 3 English (n=79); and 4 social science classes (n=124). Study findings revealed clear differences between the three types of classrooms on end-of-term mean levels of intrinsic goal orientation, task value, and self-efficacy, with autonomy showing a facilitative effect on these constructs. Metacognition was only slightly, but positively related to autonomy. Neither test anxiety nor performance seemed to be related to classroom experiences of autonomy. Both intrinsic goal orientation and autonomy were significant main effects on end-of-term task value; and intrinsic goal orientation and autonomy seemed to have an additive relationship with regard to task value. Intrinsic goal orientation, but not autonomy, was related to differences in end-of-term levels of metacognition and self-efficacy. The results indicate that the effects of autonomy are more closely related to motivation than to actual performance. Contains 17 references. (Author/GLR)

ED 341 361 HE 025 258

an introduction, is followed by a list of the recommendations; detailed discussions of each of the recommendations; and a summary of related hearing testimony from July 30, 1987, through April 25, 1991, including a list of all witnesses. Two papers and a table displaying the research databases of selected Federal agencies are appended. In the first paper, "Responding to Children at Risk: A Guide to Recent Reports," Susan Austin and Gail Meister provide summaries of recommendations for the early and middle learning years and the high school years, followed by abstracts of 27 reports. In the second paper, "Tilling Fertile Soil: How Education Dissemination Can Benefit from Experiences of the U.S. Department of Agriculture," Susan Shurberg Klein presents and discusses 12 principles that have worked well in agricultural dissemination and suggests implications for their replication by OERI for education dissemination. The latter paper lists 25 references. (DB)

ED 341 378 IR 015 378

Kenny, Richard F.; And Others
The Generative Effects of Graphic Organizers with Computer-Based Interactive Video by Global and Analytic Thinkers.
PUB DATE- Nov 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Higher Education; *Hypermedia; Hypothesis Testing; Instructional Design; *Instructional Effectiveness; *Interactive Video; Intermode Differences; *Learning Strategies; Long Term Memory; Man Machine Systems; Nursing Education; Visual Aids

Computer-based interactive video (CBIV), a hypermedia system that uses the power of the computer to support student interaction with various audio and visual media, can pose such problems for students as the potential for learner disorientation and cognitive overload. Intended to explore the applicability of Wittrock's generative learning hypothesis in the use of pictorial graphic organizers with CBIV instruction, this study tested three hypotheses: (1) that graphical views generated by the students themselves would have a greater effect on tests of learning and retention than would a final form version; (2) that both a participatory graphic organizer (PGO) and a final form organizer (FGO) would have a greater effect on recall than on retention; and (3) that the posttest scores for the two groups using the different types of organizer should correlate positively with measures of analytic reasoning and holistic processing. Subjects for the study were 32 nursing students using a CBIV program. One group of 16 completed the program using a participatory form of graphic organizer which required them to fill in blanks on the organizer. The other group of 13 completed the CBIV program using a final form version of the organizer which required that the students only read and remember the information presented there. No significant difference was found between the two groups on the mean scores for posttest 1; while the PGO group did score slightly higher on posttest 1, the FGO group scored significantly higher on posttest 2; and correlations between the posttest mean scores and tests of analytic reasoning and holistic processing were generally small. It was concluded that although some support was found for the efficacy of generative organizers with CBIV, this study should be replicated with larger treatment groups, and that a "true" advance organizer should be included as one and Consortia in Library Research" (Michael Koenig); (19) "The Role of the Information Industry" (Candy Schwartz); (20) "Communicating Applied Library/Information Science Research to Decision Makers: Some Methodological Considerations" (Charles R. McClure); (21) "Opportunities and Challenges for LIS Research in Academic Libraries: Elements of Strategy" (Charles T. Townley); (22) "Research Needs in Public Librarianship" (Joan C. Durrance); (23) "Research Needs and Issues in School Librarianship" (Shirley Fitzgibbons and Daniel Callison); (24) "Research Needs and Issues in Special Librarianship" (James M. Matarazzo); (25) "Research Needs and Issues in State Librarianship" (Robert E. Dugan and Jane Ouderkirk); (26) "Paradigmatic Shift in Library and Information Science" (Martha L. Hale); (27) "Becoming Critical: For a Theory of Purpose and Necessity in American Librarianship" (Michael H. Harris and Masaru Itoga); and (28) "Research, Theory, and the Practice of LIS" (Beverly P. Lynch). Information on the contributors and author and subject indexes are included. (MAB)

ED 341 396   IR 053 895

Candaras, Barbara J.
AIDS: A Selective Bibliography.
PUB DATE- 28 Sep 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Libraries; Health Materials; Higher Education; *Information Sources; Library Collections; Organizations (Groups); Periodicals; Publications; Public Libraries; Reference Materials; Research Reports; Research Tools; Videotape Cassettes
IDENTIFIERS- Library Pathfinders; State University of New York Buffalo

Intended for use primarily by the general adult public, this pathfinder lists selected information sources on the Acquired Immune Deficiency Syndrome (AIDS) that are in the collections of the State University of New York (SUNY) at Buffalo Health Sciences Library, the Central Library-Buffalo, and the Erie County Public Library. A broad range of references dealing with various aspects of AIDS are included, and many of these sources will provide access to information that is suitable for students and researchers as well. Because of the importance of currency of information on this topic and the massive amount of literature available, the sources chosen carry a 1987 or more recent copyright date. The pathfinder begins with a definition of AIDS and a list of relevant subject headings that can be used to locate information on the topic. The bibliography, which makes up the greater part of the pathfinder, is then presented. It is divided into the following sections: (1) Circulating Books; (2) Reference Sources; (3) Journals; (4) Videocassettes; and (5) Pamphlet File Articles. Concluding the bibliography are the names, addresses, and telephone numbers of AIDS organizations not represented in the pamphlet file and local sources of information. Selected for their demonstration of the physical aspects of the disease as well as the social, psychological, and political aspects, the materials listed cover such topics as AIDS treatment and therapy, legal issues (e.g., case studies), statistical data, prevention education, and counseling and support groups. It is noted that sources have been chosen which represent any number of groups affected by the virus, including heterosexuals and homosexuals, women, children, minorities, hemophiliacs, and intravenous drug users.

research. In Chapter 3, "Scholarship in the Community College: A President's Perspective," Robert E. Parilla discusses the role of the president in promoting scholarship on campus. In Chapter 4, "Presidential Scholarship and Educational Leadership in the Community College," Robert G. Templin, Jr., notes the importance of scholarship to the president's own leadership effectiveness. In Chapter 5, "Scholarship and the Academic Dean," James R. Perkins reviews the contributions that academic deans can make to the community college's scholarly endeavors. In Chapter 6, "Scholarship in the Humanities," Barbara Viniar and Libby Bay discuss the value of faculty scholarship to the teaching of the humanities. The final chapter, "Nurturing Scholarship at Community Colleges," by James C. Palmer, reviews major themes which need to be addressed in nurturing scholarship at the community college. (JMC)

ED 341 415 JC 920 068

Woodruff, Barbara Bilson, Ed.; Woodruff, Bert, Ed.
Inside English: Journal of the English Council of California Two Year Colleges, Volume 16, Numbers 1-4, October 1988-May 1989.
PUB DATE- 89
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Basic Writing; *College English; College Faculty; Community Colleges; Content Area Writing; Critical Thinking; *English Instruction; Interdisciplinary Approach; Literature; Remedial Instruction; Student Writing Models; Study Abroad; Two Year Colleges; Writing (Composition); *Writing Across the Curriculum; Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills

With each issue focusing on different themes, volume 16 of "Inside English" looks at writing programs and critical thinking, developmental writing and the plight of part-time faculty, teaching literature and study abroad programs, and English as a Second Language (ESL) and English programs. In addition to regular columns on the English Council of California Two-Year Colleges (ECCTYC) and legislative concerns, the following feature articles are included: (1) "Hope and Challenge: The Berkeley/Community College English Connection," (Jerry Herman); (2) "Mergansers and Jays: A Postscript to 'Crimson Rosellas and the Teaching of Writing'" (Maragie Whalen); (3) "A Response to 'Computers in the Writing Class'" (Alison Kuehner); (4) "The Ins and Outs of Writing: Inner Voice, Audience, and Developing Writers" (Claudine Poggi); (5) "Why Basic Writers Don't View Themselves as Writers: Students' Perceptions" (Karen McGuire); (6) "The Plight of the Part-Timer: Pitfalls and Possibilities" (Sara Waters and Janet Madden-Simpson); (7) "Fragmented Instruction and Personal Discourse: The Freeway-Flyer as Teacher" (Roseanne Quinn); (8) "'Revitalizing the Teaching of Literature': A Personal Response" (ECCTYC Literature Conference) (Stephen B. McDonald); (9) "The Kindness of Movies: Resources for Teaching Tennesee Williams" (Bruce Anders); (10) "Where Have You Gone, Ben Braddock? A Look at Changing Student Attitudes" (Richard Hascal); (11) "Coming Home Again: Lessons from London" (Melissa Sue Kort); (12) "The Advantages of Being There: Insight On-Site" (Phyllis Mael); (13) "Critical Thinking and Introduction to Lit: A Natural Fit" (Susan Petit); (14) "A Joint San Francisco State/Community Colleges Project: Teaching the courses. Besides general high school-college collaboration, prematriculation programs have also been designed for specific groups, including talented students and underprepared or unmotivated students. Research in this field has been concerned primarily with the effectiveness of prematriculation programs, the relationship of standardized tests and high school curriculum, or student attitudes and college expectations. (JMC)

ED 341 432 JC 920 093

Boylan, Hunter R., Ed.; Kerstiens, Gene, Ed.
Models and Foundations of Developmental Education.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Theories; Cooperative Learning; *Developmental Stages; *Developmental Studies Programs; *Educational Theories; Epistemology; Higher Education; *High Risk Students; *Learning Strategies; Learning Theories; Models; Postsecondary Education; Remedial Instruction; Student Development

These five issues of "Research in Developmental Education," examine the theoretical models and foundations of developmental education. Included are the following: (1) "Theoretical Foundations of Developmental Education," by Hunter R. Boylan, which examines the behaviorist, humanist, and developmental theories underpinning developmental education; (2) "Models of Student Development, Parts I and II" by Boylan, which examine Erikson's Eight Stages of Man and reviews the implications of this human development model for developmental educators; and discuss Chickering's Seven Vectors of Student Development as well as the ways in which those vectors affect students; (3) "A Cognitive Approach to Issues in Developmental Education," by M. Jan Mickler, which examines and critiques cognitive models of learning, including the factorial, developmental stage, heuristic, taxonomic, and integrative models; the article includes an 83-item bibliography; and (4) "Affective and Cognitive Features of Collaborative Learning," by Kate E. Sandberg, which reviews collaborative and cooperative learning theories, describes an integrated model combining elements of both learning strategies, and describes the benefits of this model for students. (PAA)

ED 341 433 JC 920 094

Broderick, Bill; And Others
Computer Assisted Instruction.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Higher Education; Literature Reviews; Models; *Outcomes of Education; Program Effectiveness; *Remedial Instruction; Student Evaluation; Word Processing; *Writing (Composition); Writing Assignments; *Writing Instruction; Writing Processes

These two serial issues are devoted to the impact of computers on

Council, SBC staff, and administrators at other institutions. The proposed code was reviewed by the Student Government Association, the Faculty Discipline Committee, the College Administration, and Deans of Students from other colleges before submission to the college president and subsequently to the board of trustees for final approval. The SDC, which was incorporated into the student handbook and disseminated throughout the college community, includes regulations dealing with health and individual safety; procedures for differences of opinion; individual conduct; traffic safety; care of property; and the discipline process. Recommendations for other institutions developing a SDC include: (1) solicit advice from the college community during the development of the code and later while evaluating its effectiveness; (2) review the code annually; (3) evaluate the consistency of the disciplinary code with the college's mission and goals on a regular basis; and (4) evaluate the effectiveness of the sanctions and the involvement of the student body in the governance of the judicial process. A copy of the disciplinary code at SBC is appended. (PAA)

ED 341 449   JC 920 113

Roueche, Suanne D., Ed.
Innovation Abstracts, Volume XIII, Numbers 1-30, 1991.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.;
  Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; College Instruction; Community
  Colleges; *Faculty Development; Instructional Development;
  *Instructional Improvement; *Instructional Innovation; Learning
  Strategies; Library Skills; Student Attitudes; *Teacher
  Effectiveness; Teaching Methods; Two Year Colleges; Writing
  Instruction; Writing Laboratories

This series of one- to two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) internationalizing the curriculum through focused interaction; (2) improving the small group approach to learning; (3) writing across the curriculum with early essay tests; (4) how to start writing a paper; (5) an oral approach to communication; (6) curing library phobia; (7) adult student development in an off-campus setting; (8) information for mature women thinking about college; (9) establishing a writing workshop; (10) longevity and organizational climate; (11) using teamwork as a key to success for students with disabilities; (12) evaluating student class participation; (13) high expectations for student papers; (14) cultural and linguistic exchange; (15) breaking down barriers; (16) thinking and working like a scientist; (17) celebrating teaching excellence; (18) programs for enhancing academic growth; (19) writing centers; (20) sitting and standing in class; (21) encouraging students to become more involved readers; (22) helping freshmen survive their college experience; (23) involving administrators in the teaching process through team-teaching; (24) surveys of departing students; (25) using student evaluations for instructor learning; (26) getting students involved in the community; (27) activating learning in the classroom; (28) letters to a teacher; (29) broad-based community courses; and (30) inviting nontraditional students into the science culture. (DJD)

ED 341 467   PS 020 214

Having a Baby: A Family Guide to Pregnancy.
PUB DATE- Nov 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Birth; *Child Health; Child Rearing; Drug Use; Exercise; Family (Sociological Unit); Family Practice (Medicine); Fathers; Mothers; Nutrition; Obstetrics; *Parenthood Education; Parenting Skills; Physicians; *Pregnancy; *Prenatal Influences; Smoking
IDENTIFIERS- *Prenatal Care

This guide provides information for mothers-to-be about pregnancy and parenthood. General guidelines about many issues related to pregnancy and parenting are presented. Included are sections on the importance of the mother's health and prenatal care; signs of pregnancy and pregnancy testing; choosing a health care provider; what to expect during prenatal care visits; nutrition for mother's and baby's health; the harms of smoking during pregnancy; descriptions of the mother's physical changes and the baby's development in each trimester; drug and alcohol use during pregnancy; the importance of rest; pregnant women with AIDS; exercise and sex during pregnancy; hazardous substances to avoid during pregnancy; feeling the baby's presence; mutual support between parents and support from significant others; childbirth; learning to love your baby; getting help at home; and the baby's health care. A list of toll-free numbers from New York State Human Services is provided. (GLR)

ED 341 468   PS 020 225

Morgan, Gwen G.
What Does a Day Care Director Really Do?
PUB DATE- Nov 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Administration; *Administrator Responsibility; *Administrator Role; Day Care; *Day Care Centers; Decision Making; Early Childhood Education; *Institutional Survival; Nonprofit Organizations; Private Agencies; Public Agencies
IDENTIFIERS- *Policy Implementation; Proprietary Organizations

This paper describes the work of day care directors in terms of four functions. The first function is that of assuming legal responsibility and accountability. This function includes accepting punishment in case of wrongdoing; representing the organization to the government and the public; and meeting state licensure standards and other standards. The fulfillment of this function depends on the type of day care organization. Private agencies may be either for-profit or not-for-profit, and may involve self-employed persons, proprietorships, partnerships, or corporations. For-profit corporations may take the form of a franchise, chain, or turnkey corporation. The second function of a day care administrator is that of "making policy happen." The administrator must ensure that there is a

(055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; Curriculum; *Early Childhood Education; *Educational Objectives; Educational Philosophy; Evaluation Methods; High Risk Students; Measurement Techniques; Parent Participation; *Program Development; *Program Evaluation; Screening Tests; *Student Evaluation
IDENTIFIERS- *Developmentally Appropriate Programs; Education Consolidation Improvement Act Chapter 1

This handbook is intended to help Chapter 1 project staff create a developmentally appropriate early childhood program for preschool and kindergarten through second grade. It is a companion piece to two workshops developed to acquaint early childhood staff with developmentally appropriate practices. An introduction describes the philosophy and effects of developmentally appropriate programs. A section on program development discusses issues critical to developing developmentally appropriate programs, steps in program implementation, and five programs in three northwestern states. A section on program assessment considers guidelines and issues relevant to program assessment, approaches to developmentally appropriate assessment, the establishment of desired program outcomes, and program evaluation. A list of 15 references is provided. Appendices include: a guide to child development; a 35-item annotated bibliography; a teacher survey; a sample developmentally appropriate curriculum; a list of activities designed to encourage parent involvement; descriptions of accountability standards for early childhood education; a summary of characteristics of several screening and assessment instruments; a copy of a parent questionnaire; a description of desired educational outcomes; and a profile of developmentally appropriate assessment practices. (BC)

ED 341 487 PS 020 276

McIntyre, Karen S., Comp.
Learning Resource Units for Young Children: A Curriculum for Preschool Children.
PUB DATE- 91
NOTE- 197p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; *Art Activities; *Art Expression; Childhood Interests; Creative Writing; *Learning Activities; Literature; Music Activities; *Preschool Curriculum; Preschool Education; *Thematic Approach; Visual Arts
IDENTIFIERS- Pittsburgh School District PA

These learning resource units are based on the philosophy and goals for early childhood education which have been established for the school district of Pittsburgh. They are intended to assist teachers in planning for preschool children's educational experience. Activities in the learning resource units should be selected in response to children's needs, interests, and abilities, and teachers should not feel limited to the themes and activities presented in this document. The units are divided into expressive arts and thematic units. The expressive arts include visual arts, music and movement, creative writing, and literature. It is intended that the expressive arts be woven by the teacher into each of the thematic units. The themes provide a holistic approach for the learner and a way to organize learning based on children's interests. Themes include "all about me," community helpers, transportation, farms, animals, buildings, colors, shapes, and parent and staff ratings of the importance of various program goals were linked to their definitions of and views on center quality. The most important goals of an early childhood program for parents and staff were to provide a safe, secure environment and warm loving care, and to encourage the development of confidence, interaction with peers, and independence. Chapter 4 concludes that quality in early education and care is a value issue as well as an empirical issue. Different perspectives provide insights and valuable information to support the promotion of quality of early childhood services. Appended are a list of 45 references and related materials. (GLR)

ED 341 505 PS 020 300

Farquhar, Sarah-Eve
Parents as Discerning Consumers at Three Types of Early Childhood Centres.
PUB DATE- Dec 91
NOTE- 18p.; For related documents, see PS 020 301-302 and PS 020 307. Doctoral Research Paper, University of Otago. Paper presented at the NZARE National Conference--Knox College (13th, Dunedin, New Zealand, November 28-December 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Day Care Centers; *Educational Quality; Foreign Countries; *Kindergarten; Needs Assessment; *Parent Attitudes; Parent Participation; Preschool Education; Program Evaluation; *School Choice
IDENTIFIERS- *Day Care Selection; New Zealand; Play Centers

Parents' views on the goals of early childhood programs and on characteristics of a high quality center were examined in a study that also investigated parents' understandings of quality in three different types of early childhood services. The study was part of a major project on the quality of early childhood centers, which was funded by the New Zealand Ministry of Education. The focus in this paper is on findings revealed when day care center managers and staff were, for the first time, required by the government, as part of the charter development process, to consult with parents and find out their views. A total of 211 families participated in the survey, with the response rate high in play centers, and modest at child care centers and kindergartens. Three main topics were surveyed: (1) parents' reasons for choosing their current early childhood center; (2) parents' ratings of a list of goals and criteria of high quality centers; and (3) demographic and background information. It was found that convenience and program appearance were important factors in center selection. The most frequently cited goals were children's self-confidence, a safe and secure setting, and warm and loving care. The most important criteria for a high quality center were responsive and knowledgeable staff, good supervision, and safe and clean equipment and facilities. Differences among parents of children at play centers, child care centers, and kindergartens were found. Contains 23 references. (LB)

ED 341 506 PS 020 301

Farquhar, Sarah-Eve
A "Purple People-Eater" or Quality Assurance Mechanism? The 1989/90 Early Childhood Centre Charter Requirements.

Programs; *Dropout Prevention; Early Childhood Education; Educational Technology; Elementary Secondary Education; Higher Education; *Parent Participation; Postsecondary Education; Public Schools; Special Education; *Teacher Education
IDENTIFIERS- Bureau of Indian Affairs Schools; Tribally Controlled Schools

The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education (NACIE) held joint sessions to hear testimony on important issues in American Indian education. This document presents statements given at 15 topical sessions and 3 additional sessions held for special groups. The 15 topics addressed were: teaching Native language and culture; academic achievement of Native American students and the failure of the education system; dropout prevention; teacher and administrator training, recruitment, and retention; substance abuse prevention; early childhood education; elementary schools and parent participation; middle schools and high schools and the question of boarding schools versus public schools; special education for handicapped, learning disabled, gifted, and talented; higher education, tribal colleges, and academic persistence; adult and vocational technical education; using computers, video technology, or other instructional technologies; education of urban American Indians; parent participation and empowerment; and partnerships of schools, tribes, communities, parents, and businesses. The three additional sessions were as follows: (1) a special session for elders to discuss their needs in the community and how they can contribute to Native education; (2) a special session for students and elders covering test bias, student recruitment, teacher education programs, and Bureau of Indian Affairs schools; and (3) an open discussion with NACIE and Task Force members. Most reports on issues include descriptions of exemplary programs, strategies that work, or recommendations for change. (SV)

ED 341 525 RC 018 539

Native Language and Culture. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).
PUB DATE- 15 Oct 90
NOTE- 12p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *American Indian Culture; *American Indian Education; *American Indian Languages; *Bilingual Education; *Cultural Education; Elementary Secondary Education; Hearings; Higher Education; *Native Language Instruction; Primary Sources; Relevance (Education)
IDENTIFIERS- *Cultural Preservation

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on educational issues related to Native American language and culture. Educators, students, parents, and tribal officials made presentations concerning: the importance for academic success of retaining one's Native or historic language base; the suppression of Native language experienced by older tribal members who attended boarding schools; philosophical problems and personal experience in bilingual education; efforts to preserve the

16, 1990).
PUB DATE- 16 Oct 90
NOTE- 14p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; Dropouts; Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; Hearings; *Politics of Education; Primary Sources; *Substance Abuse; Tribal Sovereignty
IDENTIFIERS- Indian Nations At Risk Task Force; *Tribally Controlled Education

This report summarizes an open discussion between members of the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education (NACIE) and conference attenders following 2 days of testimony about issues in Native American education. An administrator outlined the loss of educational opportunity for Native Americans during the 1980s due to decreased federal funding, disregard of treaty rights, and bureaucratic entanglements, and outlined recommendations for tribally controlled teacher education, alternative education programs, increased funding, substance abuse prevention, and bilingual education programs. An attorney urged the Task Force and the NACIE to draft federal policy supporting tribal government control of public schools on the reservation, and outlined educational ramifications of the Supreme Court's recent refusals to support tribal sovereignty in other areas. Other topics of discussion included the need for additional programs for handicapped and gifted students; the need for teacher training in American Indian culture, substance abuse prevention, and suicide prevention; Indian identity and tribal sovereignty as resources to use in negotiations with the federal government; encouraging political involvement of community members at the local level; poverty, welfare, lack of self-esteem, and the need to pursue self-sufficiency on the reservations. The responsibilities of the Task Force were described. (SV)

ED 341 543 RC 018 557

Indian Nations At Risk, Summary of Issues & Recommendations from Regional Hearings, July-October 1990.
PUB DATE- Oct 90
NOTE- 445p.; Indian Nations At Risk Task Force hearings held in Juneau, AK (July 16, 1990); Billings, MT (August 20); Seattle, WA (September 5); Phoenix, AR (September 12); Oklahoma City, OK (September 17-18); St. Paul, MN (September 21); and Cherokee, NC (October 2, 1990). For related documents, see ED 339 587-588, RC 018 537-538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *American Indian Education; American Indians; *Community Involvement; Early Childhood Education; *Educational Needs; Elementary Secondary Education; *Federal Aid; Federal Indian Relationship; Hearings; Higher Education; *High Risk Students; Parent Participation; Postsecondary Education; Racial Bias; Teacher Education; Tribes
IDENTIFIERS- *Indian Nations At Risk Task Force; *Tribally Controlled Education

The Indian Nations At Risk Task Force held seven regional course this booklet includes: (1) the course description and requirements; (2) the pretest/posttest, the midterm assignment, and the final examination; (3) course handouts for various projects and assignments; (4) sample project results from some of the participants; and (5) a proposal by a participant for an inservice peer group workshop. (JJK)

ED 341 562 SE 052 490

Hastings, Harold M.; And Others
The Computer as an Experimental Tool in Teaching Mathematics. Dissemination Packet--Summer 1989: Booklet #9.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 54p.; For related documents, see SE 052 482-489. Pages 46-54 contain light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Evaluation; *Discovery Learning; Higher Education; High Schools; *Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; Program Descriptions; Secondary School Mathematics; Secondary School Teachers; Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *Hofstra University NY; *PASCAL Programing Language

This booklet is the ninth in a series of nine from the Teacher Training Institute at Hofstra University (New York) and describes the content and the approach of an institute course in which the participants use the personal computer as a personal tool within the mathematical discovery process of making conjectures, testing those conjectures, and verifying results and/or retesting. Pedagogical commentary and appropriate Pascal programs are presented for four topics, including: (1) iterated quadratic maps; (2) fractal geometry with applications; (3) conditional probability as applied to baseball league trends and results; and (4) recursion and induction in sorting routines. (JJK)

ED 341 563 SE 052 518

Niskern, Diana, Comp.
Dolphins. LC Science Tracer Bullet.
PUB DATE- Apr 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Books; Library Materials; Marine Biology; Periodicals; Reference Materials; *Resource Materials; Science Education
IDENTIFIERS- *Dolphins

The family Delphinidae is the largest family of toothed whales. It includes not only those mammals commonly referred to as dolphins, such as the bottlenosed dolphin often seen in captivity, but also the killer whale. This literature and resources guide is not intended to be a comprehensive bibliography on dolphins; the guide is designed--as the name of the series implies--to put the reader or student "on target." Sections of this bibliography include: (1) introductions to the topic; (2) subject headings used by the Library of Congress, capabilities of both software packages. A sample of a computer project in which students were asked to write a computer program that could calculate and generate a cam profile is also included. The problem statement and a diagram that were part of the assignment and a computer program (in both BASIC and FORTRAN programing languages) are also provided. (KR)

ED 341 581 SE 052 710

Granstam, Ingrid
Girls and Women in Science and Technology Education. Report No. 2.
PUB DATE- 88
NOTE- 17p.; In: Innovations in Science and Technology Education. UNESCO, 1988.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Awareness; *Career Choice; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; *Science Education; *Student Attitudes
IDENTIFIERS- Sweden

This essay suggests to schools ways in which to get more girls interested in science and technology. The sections of this essay are as follows: (1) "Why Are There So Few Girls Studying Technology?"; (2) "Why is it Important to Get More Girls Interested in Science and Technology?"; (3) "How to Get More Girls Interested in Science and Technology?"; (4) "Recommendations for Action"; and (5) "What is the Situation for Women Technology Students?" Seven recommendations for increasing girls interest in science and technology are provided and include: (1) practical technology for small girls; (2) special theme and role-plays for children and teachers; (3) spare time activities and theme courses in technology; (4) engineering students assist with technology instructions at schools and at special courses; (5) female technologists tell young people about their education and occupation; (6) create small activity centers in science and technology; and (7) girls who have made non-traditional choice must be supported. (KR)

ED 341 582 SE 052 712

McClure, John R.; Bell, Paul E.
Effects of an Environmental Education-Related STS Approach Instruction on Cognitive Structures of Preservice Science Teachers.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Environmental Education; Higher Education; Methods Courses; *Preservice Teacher Education; *Science and Society; Science Education; Secondary Education
IDENTIFIERS- *Concept Maps; Science Achievement

Concept maps provided a measure of subjects' cognitive structures before and after completion of an environmental education course. Concept maps were constructed from expressions taken from the issue "global climate." Expressions were assigned to one of three domains: science, technology or society. Maps were analyzed by constituent propositions, which were categorized by various characteristics including the domains of the expressions connected, the relationship expressed and the

Harwood, Angela M.
The Difference between "Democracy Sucks" and "I May Become a Politician": Views from Three High School Civics Classes.
PUB DATE- 91
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Faint type at bottom of may pages.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship Education; *Civics; *Classroom Environment; *Classroom Research; Educational Research; High Schools; Political Attitudes; Social Studies; *Student Attitudes; Teaching Methods

This report presents a research project in which three high school civics classes composed of a total of 85 students were studied in order to assess the importance of classroom climate in the development of high school students' political attitudes. The differences in climate were expressed in daily teaching procedures and students' perceptions of politics. Student questionnaires as well as in-depth interviews were employed. The findings suggested that classes rated as "open" or "closed" by the students who attended them also differed in important qualitative ways. The findings also suggested that while classroom climate variables were related to political attitudes, they were probably not the most salient factor in determining students' political interest or involvement. Finally, the qualitative findings from this study suggested that individual teaching style may be governed by teachers' philosophies toward teaching and by their training. A 77-item list of references is included, as are a number of the instruments used in the study. (DB)

ED 341 605 SO 021 739

Shewmaker, Sherman N.
Quarry Quest. A Field Trip Guide to the Indiana Limestone District, Monroe and Lawrence Counties, Indiana.
PUB DATE- Apr 91
NOTE- 45p.; Prepared for the Spring Meeting of the Indiana Council for the Social Studies (Bloomington, IN, April 27, 1991). Small print in maps has marginal legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Field Trips; *Local History; Secondary Education; Social Studies; Teaching Methods
IDENTIFIERS- Indiana; *Indiana (Lawrence County); *Indiana (Monroe County); Limestone

This guide provides information for planning a field trip to the Indiana Limestone District. This district, located in Monroe and Lawrence Counties, Indiana, is responsible for material that has dominated the building-limestone market in the United States for nearly a century. A few of the many well-known buildings using Indiana limestone are the Pentagon, Empire State Building, and Chicago Museum of Science and Industry. This guide is organized into five parts: part 1 contains detailed background information on the Indiana Limestone District; part 2 features miscellaneous information including an Indiana geological map, a graph of Indiana dimension students to experiment, be flexible in seeking solutions to problems, and be courageous in expressing their own ideas. California State University guidelines are outlined together with examples of courses that meet and do not meet those requirements. The document concludes with a recommended check list of student outcomes for use in evaluating the content of visual arts courses. (KM)

ED 341 627 SO 021 925

Art in the Middle: A Position Paper on Middle School Visual Arts Education.
PUB DATE- 91
NOTE- 22p.; Appendix B, "California Art Education Association Scope and Sequence (Grades 6-8)" may not reproduce well due to small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Community Resources; *Curriculum Development; *Educational Philosophy; *Evaluation; Financial Support; Intermediate Grades; Junior High Schools; Middle Schools; Teacher Qualifications; Teaching Methods; *Visual Arts
IDENTIFIERS- California; California Art Education Association

Seven recommendations are made by the California Art Education Association (CAEA) for a high quality middle school visual arts program for all students in California's middle schools. The seven recommendations are: (1) a sequential middle school visual arts curriculum should be developed by art educators and focus on art as a discipline requiring the rigorous study of specific concepts, knowledge, and skills; (2) a comprehensive middle school visual arts program should be provided for all students based on a written curriculum that is sensitive to student and community needs; (3) assessment should be based on a variety of performance assessments related to the curriculum and use of portfolios; (4) an equitable and continuous source of revenue should be established and maintained by the individual school and the school district; (5) professional development should be required for the success of a visual arts program; (6) visual arts programs should use a wide range of instructional, personnel, and community resources; and (7) visual art teachers should be fully qualified and have a credential. The document concludes with a list of resources including state-adopted textbooks for grades 7-8, and sample lessons outlining scope, sequence, and achievement expectations recommended by the California Art Education Association for grades 6-8. (KM)

ED 341 628 SO 021 926

Zimmerman, Enid
Evaluation of Student Progress in Multicultural Art Programs.
PUB DATE- Sep 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anthropology; *Art Education; Cultural Activities; Cultural Pluralism; *Evaluation; Evaluation Criteria; *Evaluation Methods; *Multicultural Education; Secondary Education; Visual Arts

Evaluation of student learning and achievement in multicultural

Association School Health Surveys. Over 7,000 questionnaires were mailed to 9 respondent groups with an overall return rate of 44 percent. Groups surveyed included superintendents, directors of instruction, food service directors, principals, classroom teachers, school nurses, school counselors, physical education teachers, and cafeteria managers. This report offers a description of each of the eight program components, a summary of the status of New Mexico's schools with respect to each component, and the recommendations of the New Mexico School Health Advisory Committee for each component. (LL)

ED 341 648 SP 033 507

Coballes-Vega, Carmen
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; Cultural Background; *Cultural Pluralism; Elementary Secondary Education; Higher Education; *Minority Group Children; *Multicultural Education; *Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Diversity (Student); ERIC Digests

Recent projections estimate that minorities, including African Americans, Hispanics, Native Americans, and Asians, will comprise one-third of the U.S. population. Currently, the majority of prospective teachers are White females, a situation which stands in sharp contrast to the backgrounds of the students they will teach. This digest examines considerations within preservice teacher education programs to address this challenge. Researchers have recommended that the following be included in the teacher education curriculum: (1) at least one course in multicultural education that takes into consideration the needs of all students; (2) information about the history and culture of students from a wide range of ethnic, racial, linguistic, and cultural backgrounds; (3) integration of content about the contributions made by various groups; (4) information about first and second language acquisition and effective teaching practices for working with students from limited English proficient backgrounds; and (5) field experiences and student teaching opportunities with students from varying backgrounds. (LL)

ED 341 649 SP 033 513

Neufeld, Barbara; Haavind, Sarah
Professional Development Schools in Massachusetts: Beginning the Process.
SPONS. AGENCY- Massachusetts Governor's Office of Educational Affairs, Boston.; Massachusetts State Board of Regents of Higher Education, Boston.; Massachusetts State Dept. of Education, Boston.
PUB DATE- 88
NOTE- 60p.; For a related document, see ED 340 698.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

for dealing with inappropriate behaviors; and to integrate the teaching of social skills with curriculum. The training sessions represent an approach wherein principles and strategies are presented and practiced, and classroom applications stressed. The sessions are described and written for delivery by distance education, but are adaptable for other modes of delivery as well. Following an introduction, the manual contains 10 sections dealing with: (1) social skills in the school; (2) good and poor social skills; (3) factors contributing to positive behavior; (4) prevention of negative behavior; (5) assessment of social skills development; (6) targeting good social skills; (7) tracking social skills--the integrated approach; (8) integration strategies; (9) problem solving approach to behavior management; and (10) social skills instruction and evaluation. Thirty-four handouts are included, as well as a bibliography and a reprint titled "Cognitive-Mediational Behavior Management" (H. C. Haywood and D. L. Weatherford). (LL)

ED 341 668   SP 033 557

Kher-Durlabhji, Neelam; And Others
Louisiana Teacher Internship Program (LTIP): Perceptions of Two Cohorts of Student Teachers.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Internship Programs; Preservice Teacher Education; Public Schools; State Programs; *Student Teacher Attitudes; *Student Teachers; Surveys; Teacher Certification; *Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- *Louisiana Teacher Internship Program

Statewide concern for the quality of public school education in Louisiana led to the passage of a law which created the Louisiana Teaching Internship Program (LTIP) in 1984. The purpose of LTIP is to provide new teachers with a formalized support network and assessment system linked to professional certification. The purpose of this study was to determine differences in two cohorts of student teachers' perceptions and knowledge of LTIP. Results are based on responses of the fall '90 (n=35) and spring '91 (n=62) cohorts of student teachers. Results indicated that the spring cohort had significantly greater knowledge of LTIP and that the two cohorts were similar in their perceptions regarding outcomes of LTIP. Both were concerned about evaluator bias, subject matter competence of evaluators, and that LTIP would discourage people from choosing teaching as a profession. The few significant differences indicated that a larger proportion of the fall cohort obtained information regarding LTIP from the news media. The spring cohort was more positive regarding benefits of LTIP. This research indicated that despite accurate knowledge about LTIP, anxiety was high among both cohorts of student teachers. LTIP's success will largely depend on addressing teachers' anxieties and concerns regarding it. (Author/IAH)

ED 341 669   SP 033 558

Amos, Neil; Cheeseman, Robert H.

IDENTIFIERS- *New Teacher Retention Project (San Diego)
This publication evaluates the New Teacher Retention Title VII Project conducted at San Diego State University. The Project addressed the following national problems: (1) the need to upgrade the skills of bilingual and other teachers working with children who have limited English proficiency; (2) provision of training in order to increase teacher retention; and (3) development of inservice training to enhance the professional development of bilingual teachers. The document, organized into five sections, opens with the executive summary. Section 2 describes the background of the project, including goals, social context, California and San Diego County bilingual teacher needs, personnel training, and the training approach. Section 3 discusses the project methodology. Section 4, divided into five parts, examines training evaluation results, increasing teachers' bilingual skills, support systems for new bilingual teachers, new teacher retention program, and future new teacher retention program suggestions. The final section summarizes findings. Four appendices include: (1) Title VII Bilingual Teacher Program Survey; (2) Evaluation of New Bilingual Teacher Program; (3) Sample Case Study and Critical Incident Guidelines; and (4) Participant Responses to Program Suggestions. (LL)

ED 341 688 SP 033 589

Johnson, Roy L., Ed.; Montemayor, Aurelio M., Ed.
Creating Support Systems for New Teachers: A Handbook for Campus Administrators Serving Diverse Student Populations.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 109p.; Developed by the Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas Project with the Texas Education Agency Division of Teacher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Beginning Teacher Induction; Cultural Pluralism; Elementary Secondary Education; *Minority Group Teachers; *Needs Assessment; *Role Models; Teacher Persistence; Teacher Shortage; *Teacher Supervision
IDENTIFIERS- Elementary Secondary Education Act Title II; *Support Systems
This handbook addresses questions that school administrators may have about support assistance programs for new teachers. Following an introduction, the guide is organized into five sections. The first section describes the Elementary Secondary Education Act (ESEA) Chapter 2. Section 2 examines support needs of new teachers in critical shortage areas and addresses the implications of support systems based on the needs of new teachers from ethnically-diverse populations. The third section examines the role of central administration in addressing the need to support new teachers and discusses benefits which accrue to the school district when such programs are established. In the fourth section, roles of the principal, the support teacher, the new teacher, and university personnel are examined, and checklists on the roles of school personnel are presented. The final section presents summary recommendations for the establishment of support systems for new minority teachers and teachers in critical shortage areas. The following

PUB DATE- 26 Jun 91
NOTE- 18p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Council (15th, Chicago, IL, June 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Estimation (Mathematics); Evaluation Utilization; *Job Analysis; *Occupational Tests; Regression (Statistics); Scores; *Test Norms; Test Validity
IDENTIFIERS- *General Aptitude Test Battery; Job Characteristics; *Position Analysis Questionnaire; Sampling Error; Situational Variables; Variance (Statistical)

Occupational norms exist for some tests, and differences in the distributions of test scores by occupation are evident. Sampling error (SE), situationally specific factors (SSFs), and differences in job content (DIJCs) were explored as possible reasons for the observed differences. SE was explored by analyzing 742 validity studies performed by the U.S. Employment Service using the General Aptitude Test Battery (GATB). The effects of SSF variance were explored by correlating GATB scores from pairs of validity studies for 175 occupations. Because the combination of SE and SSF variance is not sufficient to account for all the variance observed, DIJCs were also considered. It was found that test scores, either in individual or aggregated (mean) form, were significantly correlated with job data from the Position Analysis Questionnaire (PAQ), and regression equations could be developed to estimate occupational norms. Using such equations, it is possible to estimate norms for jobs on the basis of over 2,500 PAQ occupational profiles or by collecting PAQ data for new jobs. This procedure enhances the possible usefulness of tests, especially for those for which extensive occupational norms are not currently available. Two flowcharts and four tables present data from the analyses. A 24-item list of references is included. (SLD)

ED 341 708 TM 017 883

Fremer, John
Changing Large Scale Testing Programs: Learning from the Experience of Others.
PUB DATE- Jun 91
NOTE- 35p.; Paper presented at the Conference on Assessment of the Education Commission of the States/Colorado Department of Educational Assessment (Breckinridge, CO, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Change Strategies; *College Entrance Examinations; *Educational Change; Higher Education; Mathematics Tests; National Programs; *Program Development; Resistance to Change; Standardized Tests; Test Construction; *Testing Programs; Verbal Tests
IDENTIFIERS- *Large Scale Programs; *Scholastic Aptitude Test; Test Revision

Lessons learned in changing a large-scale testing program are outlined. The redesigned Scholastic Aptitude Test (SAT) will be administered in spring 1994. Major changes for the verbal SAT section include more emphasis on critical reading, longer and more accessible passages, measurement of vocabulary in context, who passed. The results show that those who performed above average in the biological sciences tended to pass the NCLEX-RN on their first attempt. In addition, performance on the Mosby Assess Test (MAT) (a NCLEX-RN practice examination) had a statistically significant direct effect on NCLEX-RN performance. Based on a prediction model, the MAT alone was able to classify students accurately as passing or failing the NCLEX-RN 83.3% of the time. Key background variables (i.e., race, age, American College Testing Program score, and admission status) were able to accurately predict success or failure on the NCLEX-RN 86.1% of the time. Predictive formulas are described and offered as ways to use the assessment findings from this report. Students who are better prepared academically on admission and who continue to perform above average tend to pass the NCLEX-RN whether or not they take the nursing review course, have different instructors or laboratory times, or are male or female. Implications for improvement of nursing education are discussed. Four tables and two figures present study data. (Author/SLD)

ED 341 726 TM 017 918

Johnson, Frank H.; Bobbitt, Sharon A.
Public and Private Elementary and Secondary Education Statistics: School Year 1991-92. Early Estimates.
PUB DATE- Dec 91
NOTE- 28p.; Data Series: DR-CCD/SAS-91/92-1.1.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Educational Finance; Educational Trends; Elementary School Teachers; Elementary Secondary Education; Enrollment Projections; *Estimation (Mathematics); Expenditures; High School Graduates; *National Surveys; *Predictive Measurement; *Private Schools; *Public Schools; *School Statistics; Secondary School Teachers; Tables (Data); Trend Analysis

The following estimates in this document are key statistics about education reported early in the 1991-92 school year: (1) the numbers of students in membership, numbers of teachers, and numbers of high school graduates for public and private elementary and secondary schools; and (2) total revenues and expenditures for public elementary and secondary schools. The public school estimates consist of preliminary actual counts, estimates derived by the National Center for Education Statistics (NCES), and imputed values developed by the NCES. Total student membership is estimated to be 47.0 million students for the 1991-92 school year, with some 41.8 million in public schools, compared with 4.8 million students in private schools. Student membership has increased by 1.8 million since fall 1987. Students are taught by 2.4 million public school teachers and 355,000 private school teachers. About 2.3 million public school students and 234,000 private school students are expected to graduate from high school in the 1991-92 school year. Revenues for public elementary and secondary education in fiscal year 1991 are estimated to be $220.1 billion, rising to about $231.3 billion in 1992. The cost of public education is anticipated to be $5,097 per student in membership for the 1991-92 school year. Data are presented in 15 tables. Technical notes explain the data collection and estimation processes. (SLD)

ED 341 727 TM 017 919

and institutionalization among CBFSE programs, patterns of sponsorship and funding, states that are attempting to develop coherent strategies for program development, and related issues. The fifth section outlines the major policy, programmatic, and research issues for upcoming years. Includes 172 references. (JB)

ED 341 744 UD 028 469

Handel, Ruth D.
The Partnership for Family Reading: A Collaboration of Montclair State and Newark Public Schools. Guide to Replication.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *College School Cooperation; Elementary Education; *Family Involvement; Family Programs; Higher Education; Literacy Education; Literature Appreciation; *Parent Participation; Parent School Relationship; Program Descriptions; Public Schools; Reading Material Selection; *Reading Programs; *Supplementary Education; Urban Schools; Workshops
IDENTIFIERS- Montclair State College NJ; *Newark School System NJ; *Partnerships in Education

This manual reflects the experiences of participants in the Partnership for Family Reading a collaborative project between Montclair State College (New Jersey) and a group of Newark, New Jersey public schools, and is designed to serve as a guide to those who wish to start Family Reading Projects. In 1988, the Partnership for Family Reading began to operate as a school-based and college-supported program of services for adult family members and their young children. With the goal of involving parents and other adult family members in the reading process, Partnership schools instituted informal workshops or demonstration sessions in which adult caregivers became familiar with quality children's books and learned ways of reading and discussing them with their children. The instructional focus was on reading comprehension, and all reading strategies were presented in the context of reading enjoyable children's fiction and non-fiction. Over the course of the project, 26 classrooms in 7 Newark schools held workshops, the majority of them for kindergarten and first grade students. In all, 80 programs were presented. Other aspects of the project were joint activities for parents and children and staff development in the schools. Specific guidelines are given for the establishment and evaluation of Partnership programs. Although the original program officially ended in December 1990, Family Reading Activities continue in most of the schools. Seven appendices provide tips for success in in-school work with families, a logistics and management checklist, the Home Reading Survey, staff and parent evaluation forms, selected resources for family programs and children's literature, and outlines of family reading material and workshops. (SLD)

ED 341 745 UD 028 481

effectiveness at the secondary educational level with the population of students enrolled under the Pennsylvania Higher Education Equal Opportunity Act (ACT 101) which provides financial assistance to post secondary institutions serving academically disadvantaged students through tutoring and counseling support. The study surveyed 609 rural and urban ACT 101 students from 11 state institutions of higher education, one community college and four private colleges and 181 high school teachers whom students had identified as having a major positive influence on them. Some highlights of the survey's findings on students included the following: (1) typical students were 18 to 19 years old, 50 percent female, and white; (2) most students came from small families with few parents employed in professional fields and no college graduate family members; (3) most students participated in sports and rated employment and marriage as top goals. Highlights of findings from the teacher survey included the following: most valued personal concern, caring, well-managed classrooms, positive attitudes, and fair evaluation; and (2) most were over 36 years old, white, and had completed undergraduate and graduate degrees. Included are copies of each survey, a list of participating schools and counties, 20 tables, and a 3 item bibliography. (JB)

ED 341 304 HE 025 196

McGuire, Michael D.; Price, Jane A.
Previewing the Professoriate of the 21st Century: A Multi-Institutional Analysis of Faculty Supply and Demand.
PUB DATE- 1 Aug 90
NOTE- 71p.; Paper presented at the Annual Meeting of the Society for College and University Planning (25th, Atlanta, GA, August 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Department Heads; Educational Trends; Faculty Recruitment; Futures (of Society); Higher Education; Models; Personnel Selection; Private Colleges; *Teacher Supply and Demand
IDENTIFIERS- Franklin and Marshall College PA

This study looked at future demand for faculty at institutions of higher education by developing a larger and more sophisticated model of faculty demand than previously used and by examining faculty separation and hiring patterns among independent colleges and universities. All members of the Higher Education Data Sharing Consortium (125 independent colleges and universities in the nation that collaborate on comparative research studies) were invited to contribute data to the study which consisted of two parts: an institutional survey of faculty separation and hiring practices and a faculty data base. Additional qualitative data from a survey of department chairs and an annual Senior Survey were obtained at Franklin and Marshall College only. The major findings indicated that the rate of faculty retirements is projected to increase significantly over the next 20 years with the largest wave of retirements projected to occur from 1999 through the first decade of the next century. In addition, the amount of faculty hiring activity will increase significantly in the years ahead, but due to other factors, the net impact on national supply may be sharply attenuated. Included are 12 tables, 18 charts and 14 references. (JB) examine four of the school's outstanding programs over the years: (1) Military Training and the Reserve Officers Training Program; (2) The Aeronautics Program; (3) The International Studies Program; and (4) The Athletic Program. Finally, the last nine chapters tell the individual stories of nine alumni who have led exemplary lives. The appendix lists the various source materials and persons interviewed in compiling the history. (GLR)

ED 341 323 HE 025 219

Condravy, J. C.
Learning Together: An Interactive Approach to Tutor Training.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 90
NOTE- 19p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by a grant from the Fund for the Improvement of Postsecondary Education to the American Associaton of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Educationally Disadvantaged; Higher Education; Models; Program Descriptions; Program Evaluation; Remedial Instruction; Role Playing; Skill Development; State Universities; Study Skills; *Teacher Education; Tutorial Programs; *Tutoring; Workshops
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Learning Together PA; *Slippery Rock University PA

Slippery Rock University's tutor training program, "Learning Together: An Interactive Approach to Tutor Training," was instituted in January 1983 to prepare newly hired tutors to provide academic and study skills assistance to regularly admitted and academically underprepared students. The program, funded jointly by a state Act 101 grant for educationally and economically disadvantaged students and the institution, is 8.5 hours long and consists of 4 components--a 5-hour orientation, and 3 workshops on communication skills, study skills, and tutoring problems, respectively. The format of each component is activity-based in that trainees brainstorm, share personal experiences, integrate and synthesize new material, or role-play to discover and reaffirm the philosophy and strategies of effective tutoring. Peer tutors award high ratings to the training program. Positive student evaluations of the Tutoring Center as well as continued growth in student use over a 10-year period also suggest that the training program is effective in preparing staff to meet student needs. The program may be replicated at other institutions; training materials are available from Slippery Rock University's Tutoring Center. Contains nine references. (Author)

ED 341 324 HE 025 220

Brenneise, Coral A., Ed.
Organization and Working Policy for the Andrews University Undergraduate Honors Program.
PUB DATE- 22 Jan 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

later use at any institution of higher education. A summative evaluation using a Likert type scale was conducted on all participants after the campus visit. A short structured interview on program satisfaction was also conducted with a randomly selected group. The results showed that 97 percent of participants were interested in attending college, and that 96 percent thought that college attendance would create more opportunities in life. Also, the seminars at the college received high ratings with the overall program's ability to answer questions about college receiving a 96 percent positive rating. Included are two figures, a table and eight references. (J[illegible])

ED 341 342 HE 025 238

Atchison, Leigh A.; And Others
Closing the Zipper: Exploring Course Specific Goals.
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Freshmen; College Instruction; *Educational Objectives; Goal Orientation; Higher Education; Introductory Courses; Psychology; Sex Differences; *Student Educational Objectives; Student Interests; Teacher Attitudes; Teacher Student Relationship

A study was done to identify college student course goals and to compare student goals with faculty goals. The study used the Student Goals Exploration (SGE) inventory and administered that inventory in early spring semester of 1991 to 221 students enrolled in introductory psychology courses at a small public liberal arts college. The SGE Faculty Perspective was also administered to the three instructors teaching sections of the course. The data obtained were analyzed using a statistical system, developing frequency tables for each variable and visually scanning and comparing student responses to each other and to instructors. Data regarding sex differences was also analyzed. The subjects were 74 percent freshmen, 84 percent white, and 64 percent female. Student goals were strongly vocational and highly individualistic. A comparison of student and faculty goals found many in common. Differences included students holding more independent, personal goals aimed at career success while faculty held goals for the study of specific areas of psychology that students did not share. All of the faculty held interpreting numerical data as an essential goal while 67 percent of the student regarded it as unimportant. Gender analysis found females to have higher personal development or improvement goals and higher test-taking anxiety. Included are nine references. (JB)

ED 341 343 HE 025 239

Low, Jane M.
The Davis Social Environment-1990: A Report of Student Opinions.
PUB DATE- Apr 91
NOTE- 39p.; For related documents, see HE 025 240-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; Blacks; College Housing; *College Students; Ethnic Groups; Higher Education; Parking Facilities;

State Student Financial Aid Programs. 1991 Annual Report by the Board of Regents to the Governor and the Legislature.
PUB DATE- Dec 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Federal Aid; Financial Support; Higher Education; Paying for College; Postsecondary Education; Scholarship Funds; *State Aid; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Tuition Grants
IDENTIFIERS- Guaranteed Student Loan Program; *New York; Pell Grant Program; Tuition Assistance Program NY

This report presents statistics and other information concerning trends in, and the current (1991) status of, various student financial aid programs in New York State. Among the report's findings are the following: (1) New York State spent more on student aid in 1990-91 than 1989-90 out of a smaller State higher education budget; (2) despite the increased amount of grant aid in 1990-91, borrowing at public and independent institutions increased dramatically, including unsubsidized loans with unfavorable terms indicating that financial need was great; (3) the percentage of state resident full-time graduate students receiving Tuition Assistance Program (TAP) awards continued to decline in 1990-91; and (4) tuition and fees have risen, while state grants and scholarships have been cut further or eliminated, thus making it even more difficult for low-income and middle-income students. Data is displayed in 6 figures and 18 tables. Proposals for the state's student aid programs are provided. Appendices include tables showing trends in resident undergraduate college costs in New York State from 1989-90 to 1991-92, a list of New York State and Federal Student Assistance Programs, TAP program features, TAP awards by schedule and income in 1991-92, TAP award schedules for 1991-92, and the Regents 1992 report on "The Aid for Part-time Study Program". (GLR)

ED 341 362 HE 025 259

Physician Supply and Characteristics in New York State: 1980-1990.
PUB DATE- Dec 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Data Analysis; Data Collection; Foreign Medical Graduates; Higher Education; Individual Characteristics; *Labor Force; Medical Education; Medical Services; *Occupational Surveys; *Physicians; Trend Analysis
IDENTIFIERS- *New York

This report, based on information gained from multiple surveys of physicians conducted since 1980, addresses a number of basic public policy questions regarding physician manpower supply and distribution in the state of New York. The report's primary focus is longitudinal, attempting to identify patterns and trends among New York State's physicians; it also presents estimates of the number of active physicians as of September 30, 1990. Also provided are comparisons of age and geographic locations of respondents and nonrespondents, as well as statistical analyses concerning physician characteristics, of the treatments. (29 references) (DB)

ED 341 379 IR 015 379

Dempsey, John V.
Learning Successive and Coordinate Concepts: A Synthesis.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; Cognitive Structures; *Concept Formation; *Concept Teaching; *Discrimination Learning; Educational Strategies; Fundamental Concepts; *Thinking Skills; Transfer of Training

This paper introduces successive and coordinate intellectual thinking skills, using concepts as a best case example. The attributes and optimal presentation requirements of successive and coordinate concepts are reviewed, and types of errors commonly associated with successive and coordinate skills are delineated. The effects of both of these skills on the transfer of learning and training are also considered. Finally, a model structure is proposed that accommodates successive and coordinate relationships. Successive concepts are defined as having clearly distinguishable critical and variable attributes, whereas coordinate concepts have multiple, common critical and variable attributes. It is noted that learners, in classifying a concept, can either generalize to instances or discriminate non-instances. Two arguments are presented: successive concept learning should focus on generalization skill development, or the use of examples-only as an instructional strategy; and, since coordinate concepts emphasize both generalization and discrimination, they are better learned through the use of matched sets of examples and nonexamples. It is concluded that a matrix is a useful model structure that could provide for increasing discrimination along one axis and increasing generalization along the other axis. (32 references) (Author/DB)

ED 341 380 IR 015 380

Microcomputers in Schools: Policy and Implementation Guidelines.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; Guidelines; Information Technology; *Microcomputers; National Programs; *Policy Formation; *Program Implementation

This report is about information technology in the classroom and is designed to provide information to anyone who might be involved in the planning and implementation of a national program for the introduction of computers into schools. The first of two sections of the report examines the background against which policy decisions can be made, outlining the kinds of educational activities that can be supported by computers

(MAB)

ED 341 397 IR 053 896

Moreland, Virginia F.; And Others
The "Do-It-Yourself" Library Move: Consequences for Staff
 Interactions and Morale.
PUB DATE- 1 Dec 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; College Libraries; Design
 Requirements; Group Unity; Higher Education; *Librarian
 Attitudes; *Library Collections; Library Facilities; Library
 Personnel; *Library Planning; *Morale; Surveys
IDENTIFIERS- *Library Moves

A "do-it-yourself" library move may produce significant changes in the established patterns of personnel organization and behavior of the library staff. However, most previously published work on the topic of moving a library collection concentrates on procedural aspects of a move. This study recounts and analyzes the impact of such a move on library staff attitudes and morale. The authors used their direct experience and a post-move survey to determine staff attitudes before and after the move. They determined that such a move can achieve a sense of team building if careful attention is paid to personnel issues, but they could not determine whether this effect was long lasting. (11 references) (Author)

ED 341 398 IR 053 897

Rohde, Renate I.
The Effect of Word Processing on Students' Grades and Attitudes
 toward Freshman Composition.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Freshmen; Comparative
 Analysis; Computer Assisted Instruction; Computer Software;
 *Freshman Composition; Higher Education; *Intermode
 Differences; Microcomputers; *Student Attitudes; *Word
 Processing; Writing (Composition); Writing Instruction

The impact of word processing on students' attitudes and grades was studied using 235 students in 15 sections of freshmen composition at a large midwestern university. Students in the word-processing sections wrote and revised their papers on the Macintosh Plus using the software MacWrite. Students in the traditional sections used paper, pencils, and typewriters to compose and revise their papers. At the end of the semester, students in all sections completed a 15-item attitude scale. Results indicated no significant differences between the two modes of instruction on grades earned in freshmen composition. The analysis of the attitude scale indicated that the students in the word processing sections had a more positive attitude toward the course and the quality of the course than students in the traditional sections, perceived their instructors as better prepared, and felt they learned more. Additionally, students in the word processing sections felt that the course increased their interest in the subject matter, that they reconsidered their former attitudes to a greater extent, and that they enjoyed the class more than students in the

Teaching of Literature" (William S. Robinson); (15) "Composition, Literature, and History: An Interdisciplinary Approach" (Brian Tobin); (16) "New Areas for Curriculum Expansion: Opportunities in Literature" (Peggy Boegman); (17) "Double the Pleasure, Double the Fun: Collaborative Colleagues" (Mary Spangler and Rita Warner); (18) "Should ESL Be a Separate Discipline? Developing English Literacy in Non-Native Students" (Gari Browning and Robert Dees); (19) "What Should Be the Role of English Instructors?" (Carl Friedlander); (20) "Helping Make English a Language of One's Own: An ESL Student Publishing Project" (Bill Wallis); (17) "For Foreign Students It's More Than Adjusting to English: Among the Alien Corn" (Walter Sherwood); (18) "Separating Native and Non-Native Students in Freshman Composition: Santa Monica College's Writing Program as a Model" (Dayle Hartnett and Sharon Jaffe); and (19) "The Five-at-a-Time Method: Vocabulary in Context for ESL Students" (Helen Heightsman Gordon).

ED 341 416 JC 920 069

Woodruff, Barbara Bilson, Ed.; And Others
Inside English: Journal of the English Council of California Two Year Colleges, Volume 17, Numbers 1-4, October 1989-May 1990.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *College English; Community Colleges; Computer Uses in Education; Creative Thinking; Creative Writing; Educational Legislation; *English Instruction; Journal Writing; Literature; Poetry; Remedial Instruction; Student Writing Models; *Teaching Methods; Two Year Colleges; Writing (Composition); *Writing Exercises; *Writing Instruction

With each issue focusing on different themes, volume 17 of "Inside English" looks at the writing process, literature and literacy, composition and creativity, and pedagogical alternatives and classroom writing. In addition to regular columns on the English Council of California Two-Year Colleges (ECCTYC) and legislative concerns, the following feature articles are included: (1) "Teaching the Writing Process: An Organic Approach for Basic Writers," by Kim Flachmann; (2) "How to Teach More and Work Less: Student-Led Discussions," by Alison Kuehner; (3) "Lessons in the Progressive Approach to Teaching Composition: Notes of a Novice Teacher," by Michael Martin; (4) "The Computer Classrooms: Students, Choices and Technology," by Ronald Hartwell; (5) "Class Struggle: Teaching Maupassant's 'The Necklace'," by Daniel M. E. Landau; (6) "Positive Aspects of Teaching in 'Blended' Freshman Composition Classes," by Bart Edelman; (7) "Generating Discussion in the Classroom: Students Make the First Move," by Lee Ann Morgan; (8) "On Teaching and Dead Poets," by Ellen Wall; (9) "Vocational Students as Transfers," by Marlene Griffith and Ann Connor; (10) "Visual Thinking and Creativity: Triggering and the Composing Process," by Vincent F. Piro; (11) "Journals and the Writing Process: Dreams and Inward Journeys," by Marjorie Ford; (12) "Teaching Creative Writing: Pouring Concrete Over Flowers," by Amy Jones; (13) "Community Colleges in the '90s: Bridges in Economic Development," by David Mertes; (18) "Communication in Our Time: Language and the Newspaper Medium," by Gregory Favre; (19) "ECCTYC's Fall 1989 Statewide Conference: Twelve Easy Pieces: Sampling the Sessions"; (20) "A education, and specifically their effects on developmental education programs. First "The Effects of Computer-Based Instruction" summarizes the literature on the impact of computer-based instruction, including a study by James and Chen-Lin Kulik and Peter Cohen, which found that: (1) of 54 studies reviewed, 37 concluded that students participating in computer-based courses obtained higher test scores than students in conventional courses, while 17 studies favored those participating in conventional courses; (2) only seven studies dealt with the correlation between aptitude and achievement, of which four showed a higher correlation between aptitude and achievement in conventional sections; (3) course completion was more likely in conventional courses according to seven studies, while six studies reached the opposite conclusion; (4) the studies that measured student attitudes found the difference in attitudes towards the two kinds of classes to be small; and (5) the average time an instructor spent with students was significantly lower in computer-based classes, according to eight studies. In the second issue, "Computerized Writing Instruction in Developmental Writing Programs," by Bill Broderick and David Caverly, focuses on the incorporation of computer-assisted instruction and word processing into developmental writing programs and offers suggestions on how such instruction can be used effectively to enhance student writing in basic and developmental writing programs at each stage of the writing process (i.e., pre-writing, writing, editing, and publishing). The benefits and drawbacks of this model are discussed. (JMC)

ED 341 434   JC 920 095

Boylan, Hunter R.; And Others
The Historical Roots of Developmental Education.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- Affirmative Action; *Black Colleges; *College Preparation; College Role; Developmental Studies Programs; *Educational History; Educationally Disadvantaged; Higher Education; Private Schools; *Remedial Instruction; *Womens Education

The historical roots of developmental education are traced in a three-part article extending across three serial issues. "Educating All the Nation's People," by Hunter R. Boylan and William G. White, Jr., reviews the historical antecedents of developmental education, focusing on efforts in the 17th century to prepare English-speaking American students for college-level instruction in Latin, the expansion of opportunities for higher education in the 18th century and the concomitant growth of college preparatory programs, and the founding of colleges for women and blacks. "Historically Black Colleges and Universities: A Force in Developmental Education," by Helen Jones and Helen Richards-Smith, traces the rise of black colleges, the pioneering efforts of these colleges in academic skills development, instructional philosophy and techniques used in black colleges, and the important contributions still being made by historically black institutions. "The Historical Roots of Developmental Education," by Boylan, focuses on college preparatory programs of the 19th and 20th centuries, attempts to standardize college admission, the decline of college preparatory programs with the

ED 341 450 JC 920 114

Gallon, Dennis P., Ed.
Regaining the Edge in Urban Education: Mathematics and Sciences.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; Community Colleges; Economic Development; *Females; Futures (of Society); Job Skills; Labor Force Development; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Minority Groups; Role of Education; Science Curriculum; *Science Education; Science Instruction; *Student Recruitment; Two Year Colleges; *Urban Education; Urban Teaching

In order to remain competitive in the world economy, the United States must develop and improve mathematics and science education. Given that the future workforce in this country will be comprised largely of women and minorities, groups traditionally not entering mathematics and science careers, special recruitment and retention efforts must be developed. Urban community colleges enroll the largest numbers of women and minorities and have a special role to play in these efforts. This collection of articles reviews the status of mathematics-science education, identifies barriers to greater enrollment among women and minorities, examines the growing demand for skilled workers, and prescribes steps to be taken by urban colleges to train a more technical workforce. Included are the following 10 articles: (1) "Implications of the Mathematics-Science Crisis on the U.S. Economy," by Dennis P. Gallon; (2) "Student Participation in Mathematics and Science Programs," by Stelle Feuers; (3) "Federal Government Support for Mathematics and Sciences," by Carl Polowczyk; (4) "Breaking Down Barriers for Women and Minorities in Mathematics and Sciences," by Dianne Halleck; (5) "The Urban Climate and Strategies for Intervention," by Tom Hooe; (6) "Mathematics and Science Crisis: Implications for Educational Leaders of Urban Community Colleges," by Wright L. Lassiter, Jr.; (7) "Mathematics-Science Professors in Community Colleges," by P. M. Commons; (8) "Mandate for Action," by Frank Cerrato; (9) "Needed: An Applied Academics Program," by Dale Parnell; and (10) "Selected Sources and Exemplary Practices in Mathematics and Sciences at Community Colleges," by James Holmberg. (PAA)

ED 341 451 JC 920 115

Piland, William E.; Villanueva, Xavier
Academic Standards in the California Community Colleges: A Study of Faculty Perceptions.
PUB DATE- Nov 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *College Faculty; College Governing Councils; College Role; Community Colleges; Comparative Analysis; Difficulty Level; Statistical Analysis; Student Characteristics; Tables (Data); *Teacher Attitudes; *Teacher Expectations of Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges

A study was conducted to measure faculty perceptions of academic process for establishing and reexamining policy. This function is dependent on the center's organizational or bureaucratic structure and its style of decision making. The third function is that of maintaining the center's survival. This function involves conforming to environmental and legal guidelines, and cultivating sources of funding. The fourth function is that of taking care of staff. The administrator must attend to staff's financial, safety, and social needs. (BC)

ED 341 469 PS 020 228

Morgan, Gwen G.
Day Care: Old Think and New Think.
PUB DATE- Aug 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Certification; *Day Care; Early Childhood Education; Family Income; Family Problems; Family Programs; *Public Policy; *Social Attitudes; Socioeconomic Status
IDENTIFIERS- Consumers

In this paper, old and new ways of thinking about day care are described as "oldthink" and "newthink." Major points of oldthink are that: (1) day care is a social service; (2) day care users are recipients, or at best, clients; (3) day care must be limited to low-income families; (4) licensing should protect children in day care on the legal rationale of "parens patriae"; (5) family problems are a major focus of families using day care; (6) day care is a "necessary evil" when families have problems, the ideal would be care by full-time, nonworking parents; and (7) families that are not eligible for public funds or served by employer day care must purchase their own day care (or stay home). Major points of day care newthink are: (1) day care is needed by every social class; (2) day care users are consumers; (3) day care generates tax dollars through employment; (4) the day care system emphasizes fighting for the rights of the poor; (5) licensure is a consumer protection program; and (6) families choose day care because of benefits to children, regardless of the manner in which parents are employed. Day care newthink is evident in the principles of the Day Care Council of America, the platform of the National Campaign for Child Day Care for Working Parents, and statements by feminist leaders. (BC)

ED 341 470 PS 020 229

Morgan, Gwen G.
Blueprints Education Task Force: Early Education, Elementary Education, and Alternative Education.
PUB DATE- Oct 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Child Rearing; *Day Care; Early Childhood Education; Elementary Education; Elementary School Teachers; Employed Parents; Government Role; Mothers; Poverty; Racial Bias; *Sex Discrimination; *Sex Stereotypes; *Social Change; Working Class
IDENTIFIERS- *Child Care Needs; *Entitlement; Massachusetts

seasons. Each of the learning resource units specifies: (1) suggested time to be spent on the theme; (2) learning objectives; (3) goals of quality education; (4) career competencies; (5) major areas of study; (6) learning activities; (7) materials and resources; (8) expected achievement; (9) student outcome statements; and (10) procedures for evaluation. Appendices include a compilation of fingerplays, rhymes, and songs; a list of more than 200 children's books, organized by theme; and philosophical statements about early childhood education by the school district of Pittsburgh, Pennsylvania. (BC)

ED 341 488 PS 020 277

Robinson, Georgia
Aggressive Behavior in the Pre-Verbal Child.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Denver, CO, November 7-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Behavior Problems; Child Caregivers; *Day Care Centers; Discipline; *Emotional Development; *Nonverbal Communication; Parent Attitudes; Preschool Education; Teacher Attitudes; *Toddlers

Directors, teachers, parents, and mental health professionals in child care centers were interviewed about aggressive behavior of preverbal children to determine the caregivers' level of understanding about children's emotional development. The definition of aggressive behavior included hitting, biting, pushing, scratching, pinching, grabbing, tantrums, whining or screaming, pulling hair, walking on another child, and running into people. Hitting, biting, and pushing were the mostly commonly observed problems. Ways that aggressive behaviors were handled by the centers were analyzed in terms of intervention techniques, center rules and procedures, and parent roles. The various approaches illustrated helplessness toward and misunderstanding of children's emotions. It was concluded that caregivers need more knowledge of children's emotional development. Commentary is offered about the intervention strategies employed, and examples are given to show the extent of parent anger, guilt, and stress over handling aggressive children. An eight-point plan is suggested for centers to use when confronted with aggressive behavior. The plan includes adapting the curriculum, recognizing the value of calm adult reactions, taking care of both victims and aggressors, keeping logs of behavioral problems, and establishing a cooperative relationship between the center and the parent. Contains 17 references. (LB)

ED 341 489 PS 020 278

Hoodecheck, Jeanne; Kearns, Ellen
PAT Program Description. Parent-Child Programs. District 742 Community Education's Early Childhood Family Education Project Revised .
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 38p.; For a related document, see PS 020 279.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB DATE- Sep 91
NOTE- 18p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991). For related papers, see PS 020 300-302 and PS 020 307.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Child Welfare; *Day Care Centers; *Educational Quality; Foreign Countries; Government Role; Kindergarten; Preschool Education; Program Development; *Public Policy; Quality Control; *Standards
IDENTIFIERS- *New Zealand; Play Centers

The New Zealand early childhood center charter is a contract between the Ministry of Education and an individual center. The charter was introduced with the 1989 publication of the "Early Childhood Management Handbook." It was thought to be the key to improving quality in services, since it outlined official center policies, philosophies, and characteristics. However, the handbook, which was actually a purple folder containing the charter guidelines, came to be known as the "purple people-eater." This paper examines the pros and cons of the handbook's and charter's introduction through a study of the experiences of different early childhood centers, and the perceptions of staff, management, and parents. Findings from a research project called "Quality in Early Education and Care: A Study of Charter Development Processes and Outcomes," which analyzed information from 10 early childhood centers (4 kindergartens, 4 child care centers, and 2 play center) are reported. Discussion covers the confusion over center conformity; decision-making structures; consultation with parents and other groups; relations between staff, management, and parents; and social and philosophical challenges. Issues related to external support, costs, and accountability are also discussed. Several problems experienced in the charter development are summarized. For full benefit, it is concluded, centers need more time, less pressure, more advisory and resource support, and greater freedom to define "high quality" and ways to achieve it. Contains 23 references. (LB)

ED 341 507 PS 020 302

Farquhar, Sarah-Eve; Laws, Karina
A Preferred Child Care Education Service: The Quality of Te Kohanga Reo.
PUB DATE- Sep 91
NOTE- 24p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991). For related papers, see PS 020 300-301 and PS 020 307.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; *Day Care Centers; *Ethnic Groups; Foreign Countries; Nontraditional Education; *Parent Attitudes; Preschool Children; Preschool Education; *School Choice; Teacher Attitudes
IDENTIFIERS- Aboriginal People; Maori (Language); *Maori (People); New Zealand; Te Kohanga Reo (New Zealand)

After six decades of supposed equal resource sharing among all cultural groups, in 1982 the first Maori-initiated and operated child care center opened in New Zealand. Called a "Kohanga Reo" ("language nest"), it inaugurated a new movement, and by 1990 culture and language of small tribes; the need to train non-Native teachers of Indian students about Native culture and language; and three programs and strategies that work. The federal Native American Languages Act, which supports the use and preservation of Native languages, is briefly summarized. State and local initiatives related to bilingual education in Wisconsin, New Mexico, Alaska, and Washington are described. Recommendations are made concerning: standards, definitions, and planning for teaching Native languages; higher education and alternative certification for teachers of Native languages; the importance of studying tribal history; and the special challenge of providing cultural education for urban American Indians. (SV)

ED 341 526 RC 018 540

Academic Performance. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).
PUB DATE- 15 Oct 90
NOTE- 20p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *American Indian Education; American Indians; *Cognitive Style; *College Preparation; Dropouts; *Educational Strategies; Elementary Secondary Education; Hearings; Postsecondary Education; Primary Sources; *Student Evaluation

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues related to the academic performance of Native American students. Educators, employers, parents, and tribal officials testified on the following topics: Native students' high dropout rates and lack of basic skills; low teacher expectations of Native students; high Native unemployment rates; lack of teacher accountability in both public and Bureau of Indian Affairs schools; the failure of the educational system to address differences in learning styles; high Native failure rates on the New Mexico high school competency test, resulting in ineligibility for a diploma or state job; test bias; alternative student evaluation strategies; the overrepresentation of Native students in special education; labeling and self-fulfilling prophesies; positive expectations and recognizing success; parent participation; the question of college preparation versus vocational education; recruitment of Native students to college; and the importance of integrating Native culture into the curriculum. A principal described his own research and findings on hemispheric specialization and cognitive style among Indian and other minority students. Promising educational strategies are described, involving integrated curriculum, cooperative learning, application of special education methods, training of teacher aides, and extracurricular activities as a motivator. (SV)

ED 341 527 RC 018 541

Dropout Prevention. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).

hearings during 1990 on issues in American Indian education. This document contains detailed reports of the seven hearings, individual summaries of each hearing, and an overall summary of issues and recommendations offered in the field of American Indian education. Major areas of concern included: (1) federal funding of Native American education; (2) teachers and teacher training; (3) Native parent and community participation and self-determination; (4) integration of Native language and culture into the curriculum; (5) financial aid for Native postsecondary education; (6) postsecondary readiness, recruitment, and persistence among Native students; (7) tribally controlled community colleges; (8) support services for at-risk Native youth; (9) development and improvement of the curriculum and of educational programs; (10) role of federal, state, and tribal government; (11) racial bias and stereotypes on personal and institutional levels; (12) standards and testing; (13) early childhood education programs; (14) urban and public school education; (15) adult basic education; (16) special education, Chapter 1, and other special services; and (17) data collection and research. This document contains various statistics on Native American enrollment, dropout rates, educational attainment, and academic achievement. (SV)

ED 341 544   SE 052 274

Hartman, Jayne
Identifying High School Students Likely To Fail a Minimum Competency Test in Mathematics Required for Graduation.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; *High Risk Students; *Mathematics Achievement; Mathematics Education; *Mathematics Skills; *Minimum Competencies; *Predictive Measurement; Predictor Variables; *Remedial Mathematics; Secondary Education
IDENTIFIERS- *Florida State Student Research Assessment Test; Mathematics Education Research

In the State of Florida, the percentage of tenth grade students passing the Statewide Student Assessment Test-Part II (SSAT-II) Mathematics has declined one or two percentage points each year since 1985. Early, accurate identification and placement of these students for remedial instruction should help reverse this Florida trend. Accurate identification of these students, however, has proved to be challenging. The main purpose of this study was to determine the best combination of predictor variables that will enable educators to identify students who are likely to fail a minimum competency test in mathematics. Students included in the study were from a large urban school district. An ex post facto design and a stepwise discriminant analysis procedure were used to analyze the cognitive, biological, and school-related predictor variables selected for the study based on theory as well as the availability of valid, reliable measures. The best combination included four variables and accurately classified 88 percent of the students who failed the SSAT-II Mathematics. (Author/MH)

ED 341 545   SE 052 319

Peterson, Penelope L., Ed.; Fennema, Elizabeth, Ed.
Mathematics Teaching and Learning: Researching in Well-Defined Mathematical Domains. Proceedings from Michigan State

under which books on dolphins can be located in most card, book, and online catalogs; (3) general texts; (4) specialized titles; (5) personal accounts of experiences with dolphins; (6) handbooks; (7) bibliographies; (8) state-of-the-art reviews and conference proceedings; (9) government publications; (10) abstracting and indexing services that index relevant journal articles and other literature on dolphins; (11) journals that often contain relevant articles; (12) representative journal articles; (13) reports and other types of literature; (14) selected technical reports; (15) selected materials available in the Science Reading Room pamphlet boxes; and (16) additional sources of information. (KR)

ED 341 564 SE 052 585

von Glasersfeld, Ernst, Ed.
Radical Constructivism in Mathematics Education.
PUB DATE- 91
NOTE- 229p.; Mathematical Education Library Series, Volume 7.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Concept Formation; Elementary Secondary Education; Higher Education; Instructional Improvement; Instructional Innovation; *Learning Processes; *Learning Strategies; Learning Theories; Mathematics Education; *Mathematics Instruction; Piagetian Theory; Problem Solving; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Active Learning; *Constructivist Learning; Representations (Mathematics)

This book is a collection of essays forming a mosaic of theory, research, and practice directed at the task of spreading mathematical knowledge based on the learning theory of constructivism. The authors collectively address questions raised by the observation that current practice frequently generate in the student an aversion to mathematics. Each author, having extensive experience in teaching as well as educational research, approaches the problem with the conviction that knowledge is not simply transferred from one individual to another, but actively built up by each learner in his or her own mind. This notion is today embraced by all who call themselves "constructivists". The 11 essays include: (1) "There Is No More Safety in Numbers: A New Conception of Mathematics Teaching" (Philip Steedman); (2) "Mathematical Discussions" (John Richards); (3) "Notations and Representations as Mediators of Constructive Processes" (James Kaput); (4) "Making Math Mean" (Jack Lochhead); (5) "Treatment of Refutations: Aspects of the Complexity of a Constructivist Approach to Mathematics Learning" (Nicolas Balacheff); (6) "Learning to Listen: A Student's Understanding of Powers of Ten" (Jere Confrey); (7) "Understanding Students' Beliefs about Probability" (Clifford Konold); (8) "A Constructivist Approach to Second Grade Mathematics" (Paul Cobb, Terry Wood, and Erna Yankel); (9) "The Constructivist Teaching Experiment: Illustrations and Implications" (Leslie Steffe); (10) "Didactic Constructivism" (Jan van den Brink); and (11) "Two Layers of Constructivist Curricular Interaction" (Robert Underhill). (MDH)

ED 341 565 SE 052 586

Bishop, Alan J.
Mathematical Enculturation: A Cultural Perspective on Mathematics Education.
PUB DATE- 91

strength, determined by a protocol developed for this study. Significant differences were found in the frequencies of occurrence for various proposition characteristics and these were correlated with previous academic experiences. Some proposition characteristics were also correlated with the results of a final examination. Comparison of concept maps prepared before and after an environmental education course showed some changes in proposition characteristics. A brief description of the course, the expressions used in the concept mapping activity, a description of "networking" symbols and a sample map, the protocol used to evaluate the concept maps, and the results of the statistical analysis are appended. (Author/KR)

ED 341 583 SE 052 738

Matching Actions and Challenges: Report of a National Science Foundation Workshop on Science, Engineering, and Mathematics Education in Two-Year Colleges (May 13-14, 1991).
PUB DATE- May 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administration; Community; Educational Change; *Engineering Education; Faculty; Financial Support; Government Role; Higher Education; *Mathematics Education; Minority Groups; *Science Education; Teacher Education; *Two Year Colleges; Workshops

The focus of this workshop was to reaffirm the important role that two-year colleges often serve as institutions of choice for minority and other underrepresented student populations. In addition, two-year colleges are particularly well positioned to contribute to pre-college education through scientific literacy programs, teacher enhancement initiatives, and cooperative ventures with state and community agencies. The workshop participants, representing two-year college faculty, administrators, and including K-12 teachers and National Science Foundation (NSF) personnel, were asked to develop the recommendations that serve as the body of this report. The action-oriented recommendations were targeted to specific audiences, including: (1) faculty and discipline-based professional organizations; (2) two-year college presidents and administrators; (3) non-federal agencies, boards, and other funding sources; and (4) NSF and other federal agencies. Comments submitted to NSF by Benjamin S. Shen on the role of two-year colleges in science and technology education are also included. (KR)

ED 341 584 SE 052 751

Prawat, Richard S.; And Others
Experts' Views on the Elementary Mathematics Curriculum: Visions of the Ideal and Critique of Current Practice. Elementary Subjects Center Series, No. 44.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Concept

limestone production, and a list of prominent buildings and monuments; part 3 contains the field trip guide, which features a detailed route through Monroe and Lawrence counties with numerous sites of interest identified and described; part 4 is a glossary of building stone and masonry terms; and part 5 contains a 33-item list of resource materials, including a bibliography, videocassettes, audio-tape cassettes, and maps. Two appendices include the dimension limestone production in Indiana and the United States; and a chronological history. (DB)

ED 341 606 SO 021 746

The Arts in Education. A Report by the Connecticut Arts Are Basic to the Curriculum (ABC) Task Force.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; *Community Involvement; Cultural Awareness; *Curriculum Development; Dance; *Educational Philosophy; Elementary Secondary Education; Music Education; *Staff Development; Theater Arts
IDENTIFIERS- Connecticut

Ten recommendations are discussed for implementing comprehensive arts education and integrated arts-in-education programs in Connecticut's public schools. The recommendations are as follows: (1) Connecticut students should receive arts instruction that ensures an understanding in all of the arts; (2) Connecticut school districts should provide appropriate arts staffing and other resources necessary for quality arts instruction for all students; (3) teacher and administrator preparation programs should include appropriate education and training in the arts to ensure their incorporation into all modes of instruction and curriculum; (4) the state department of education, the department of higher education school administrators, and teacher organizations and unions should develop teacher certification in drama and dance; (5) appropriate ongoing staff development should foster the incorporation of the arts into all instruction and curriculum; (6) periodic assessments in the arts should be developed; (7) arts education should be available to all postsecondary students; (8) schools should make use of community, regional, and state arts resources as a means of enriching the school curriculum; (9) the Connecticut Alliance for Arts Education should be formed; and (10) a collaborative (state, local, and corporate) funding program should be initiated to achieve the goals of the ABC Task Force. A 12-step plan of action identifying who is responsible for the implementation of each step and a discussion of detailed short term, long term, and ongoing actions concludes the document. (KM)

ED 341 607 SO 021 748

Freedman, Kerry
Art Education as Social Production: Culture, Society, and Politics in the Formation of Curriculum.
PUB DATE- 87
NOTE- 23p.; In: Thomas S. Popkewitz, Ed. The Formation of School Subjects: The Struggle for Creating an American Institution. 1987. p63-84.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

art programs should reflect the learning styles of students from diverse ethnic, racial, and class backgrounds. Traditional standardized tests measure factural knowledge and memorization skills never higher order thinking skills. Some authentic assessment measures include exhibitions, performances, process portfolios, and profiles of student characteristics. Many art educators advocate using socio-anthropological bases to study art works from diverse cultures. These bases are derived from anthropological methods such as interviews, observations, questionnaires, note-taking, and diary-keeping. If such anthropological methods are authentic for studying multicultural art, then they should be suitable for evaluating students progress and achievements. However, in order to implement such methods in the clasroom pre-service and in-service teacher education programs need to be developed to help teachers create the necessary assessment models. (KM)

ED 341 629   SO 021 927

Oltman, Debra L.
Pennsylvania Classroom Guide to Safety in the Visual Arts.
PUB DATE- May 90
NOTE- 143p.; Cover title is "Hazards: Pennsylvania Classroom Guide to Safety in the Visual Arts."
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adhesives; *Art Education; *Art Materials; Ceramics; Child Health; Elementary Secondary Education; Handicrafts; *Hazardous Materials; *Health; Instructional Materials; *Safety Equipment; School Safety; *Visual Arts
IDENTIFIERS- Pennsylvania

Exposure to certain art materials can damage the human body. Some of these materials are identified together with factors that influence exposure, including duration, frequency, and environmental conditions. Responsibility for providing a safe working environment for the creation of visual arts in the classroom lies with the instructor, principal, administration, and school board. Factors to consider for the safe use of equipment and facilities include general facility maintenance, art material storage and clean up, personal safety equipment, and ventilation. Specific recommendations for the safe use of art materials are organized under 10 sections for adhesives, ceramics, drawing and painting, enameling, glass, metals, photography, print-making, sculpture, and textile arts. Each of these sections is presented in three parts: (1) hazards and precautions; (2) levels of materials usage (teacher, senior high, junior high, or elementary); and (3) a safety checklist. The document concludes with safety data sheets for each art section, a list of addresses for additional safety information, a glossary, a quick reference guide to safety equipment icons, and a 19-item bibliography. (KM)

ED 341 630   SO 021 928

Future Tense: Arts Education Technology Conference Summary. An Invitational Conference Sponsored by the Getty Center for Education in the Arts (Los Angeles, California, January 24-26, 1991).
PUB DATE- 91

(141)
DESCRIPTORS- Alternative Teacher Certification; *College School Cooperation; Cooperating Teachers; Educational Change; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Program Design; School Role; *Teacher Role
IDENTIFIERS- *Massachusetts; *Professional Development Schools

While none of the six school/college collaborations described in this report represents a fully developed professional development school (PDS), each focuses on components which might be included in a PDS. The six collaborative ventures in teacher education were carried out in Massachusetts during the 1987-88 academic year. Each program sought to improve the nature of school-based experiences for preservice and novice teachers and to improve the skill with which veteran teachers work with them. The programs were also involved in increasing the role of experienced classroom teachers in formal teacher education. Brief descriptions which highlight program features demonstrate that collaboration can lead to a variety of well designed, yet different programs. The report also discusses issues common to each of the programs and of concern in any long-term efforts to establish PDSs. These issues include: program design and implementation; the collaborative process; purpose, size, and scale; governance; impact; implications for urban schools; and issues related to children and teachers. An appendix provides names and addresses of program personnel. (IAH)

ED 341 650 SP 033 525

Boyd, Jim; And Others
University/Public School Collaboration: A Comprehensive Model for Staff Development and School Improvement.
PUB DATE- 91
NOTE- 12p.; Paper presented at the National Council of States for Inservice Education (Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *College School Cooperation; Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Master Teachers; Models; *Staff Development
IDENTIFIERS- Effective Schools Projects; *Tarleton State University TX; Training Teacher Trainers Project

The purpose of this paper is to describe the programs and outcomes of the efforts initiated by Tarleton State University (Texas) designed to support the public schools in their efforts to improve the teaching, learning, and quality of life in the public schools. The Tarleton Model for Accelerated Teacher Education is an accelerated teacher certification program which enables persons with a baccalaureate degree to earn a teaching certificate through a combination of university-based coursework and a paid internship under the joint sponsorship of collaborating school districts and the university. The Effective Schools Project is designed to assist public school districts with the implementation of effective schools practices. The Master Teacher Academy was implemented to help experienced teachers extend their skills to the level of a Master Teacher and to help rejuvenate the spirit of good teachers. The Trainer of Trainers Institute was developed to equip public school personnel with values and skills related to campus-based staff development. (IAH)

An Analysis of Provisional Teachers Failing the Mississippi Assessment Instruments for Certification.
PUB DATE- Nov 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Check Lists; Classroom Observation Techniques; Elementary Secondary Education; Higher Education; *Lesson Observation Criteria; Preservice Teacher Education; Scoring Formulas; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- *Mississippi Teacher Assessment Instruments; *Performance Based Evaluation; Performance Indicators; Provisional Certification

The Mississippi Teacher Assessment Instruments (MTAI) for the evaluation of beginning teachers has been adopted by the Mississippi State Board of Education. The MTAI assesses on-the-job performance and consists of 16 competencies measured by 3 separate instruments, which are to be administered twice during the beginning teacher's first year of professional practice. The first instrument measures teaching plans and materials, with evaluation based on the teacher's portfolio of lesson plans. The second instrument assesses the teacher's cognitive interaction with learners, skill in organizing and presenting instruction, and classroom management, all measured by classroom observation. The third instrument evaluates classroom environment and interpersonal skills, utilizing observation as the measuring technique. A statistical report presents individual indicators that were failed by beginning teachers; analysis is also made on the basis of gender and race. A large number of provisional teachers failed to clear proficiency on the first evaluation and to a lesser degree on the second. Implications point to the need for more attention by preservice and staff development programs to effective performance on the Teaching Plans and Materials sections. The complete Mississippi Teaching Competencies and Indicators (MTCI) instrument is appended. (LL)

ED 341 670 SP 033 559

Mainord, James C.; And Others
A Comparison of Academic Performance of Teacher Education Students and Other Majors on Specific General Education Courses.
PUB DATE- 15 Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 12-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; *Academic Achievement; *Academic Education; Bachelors Degrees; Business Administration Education; College Curriculum; College Graduates; Comparative Analysis; *Education Majors; Higher Education; Intellectual Disciplines; Teacher Education Programs; *Teacher Qualifications

Criticisms have been directed at the quality of professionals entering the teaching field, with the implication that higher quality students pursue degrees other than education and that the academically less talented gravitate toward the teaching information is appended: a listing of project directors; detailed project profiles; data tables on support needs of new teachers; a discussion of conferences and publications; and a list of resources. (LL)

ED 341 689   SP 033 595

Sclan, Eileen; Darling-Hammond, Linda
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Evaluation Criteria; Performance Factors; *Policy Formation; State Departments of Education; State Surveys; *Teacher Evaluation; *Teacher Supervision; *Trend Analysis
IDENTIFIERS- *State Role

This report examines recent trends in the establishment of state-level policies for beginning teacher evaluation and supervision. The state role in defining the experiences and clinical preparation of beginning teachers increased substantially during the 1980s; there are, however, important differences in how states approach this responsibility. Summaries of state requirements are reported in the chart entitled "State-Level Policies for Beginning Teacher Performance Evaluation." The chart, which makes up the greater part of the document, was compiled from a literature review conducted in January 1990 and updated with feedback from state departments of education in 46 states and the District of Columbia during the summer of 1991. Due to the nonresponse of Maryland, Missouri, Nevada, and Utah, information for those states was based solely on a literature review. Following an introduction, the publication is organized into six sections: (1) The Extent of State Involvement; (2) The Nature of State Requirements; (3) Assistance or Assessment; (4) The Evolution of Professional Approaches to Beginning Teacher Evaluation: Early Efforts and New Directions; (5) State-Level Policies for Beginning Teacher Performance Evaluation (Chart); and (6) References. (LL)

ED 341 690   SP 033 601

Wesley, Donald A.; Vocke, David E.
Classroom Discipline and Teacher Education.
PUB DATE- Feb 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Discipline Problems; Early Childhood Education; Elementary Secondary Education; Higher Education; Literature Reviews; Methods Courses; *Preservice Teacher Education; Program Descriptions; School Catalogs; *Student Teachers; Surveys; Teacher Education Curriculum

and use of double passages with two viewpoints. Changes to the mathematical SAT section include adding a subset of questions where students must produce the responses and permitting, but not requiring, use of a calculator. Changes are also proposed for the SAT subject tests, including a writing test at all test administrations. The process of change will involve challenges, different perspectives, changes in conditions throughout the process, many viewpoints, hard-and-fast positions of some participants, resistance to change in general, unanticipated difficulties, and opposition to the finished product. Five lessons drawn from the process are: (1) tell the truth; (2) ask for help; (3) do not wait for permission; (4) keep in touch; and (5) be nice to each other. Thirteen overhead transparency masters illustrate points made in the presentation. (SLD)

ED 341 709 TM 017 888

Conley, Patrick; Jegerski, Jane
The Investigator Planning Exercise: The Selection of Detectives in the Chicago Police Department.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Deduction; *Evaluators; Interrater Reliability; Investigations; Job Analysis; Job Applicants; Job Skills; Occupational Tests; Performance Tests; *Personnel Selection; *Police; Psychometrics; *Scoring; Screening Tests; Simulation; *Test Construction; Training; *Work Sample Tests
IDENTIFIERS- *Chicago Police Department IL; *Investigator Planning Exercise

Construction of a work sample test, the Investigator Planning Exercise (IPE), for the job of detective in the Chicago (Illinois) Police Department is described. Simulated crime scenarios, a mock crime scene, and five checklists of necessary skills (i.e., ability to summarize and communicate facts, identify inconsistencies, and determine the next action) were prepared. To screen the maximum number of candidates, the IPE was designed to be administered to between 400 and 600 applicants in a single day by 50 boards of 3 raters each. Safeguards included using raters who did not know each other, assigning as many minority and female raters as possible to the boards, allowing the applicant to reject up to two boards for cause, and requiring raters to explain extremely divergent ratings on the six scales making up the evaluation. In all, 189 police sergeants received rater training, which began with a 5-hour classroom session examining a similar selection process. The process for youth officers was used. Rater trainees viewed videotapes of mock review boards and practiced rating applicants. Although raters were not given the actual checklists, they did receive explanations of restrictions on the rating process. Additional training was given in a 2-hour hands-on session in which the actual check lists were reviewed. Trainees were also offered optional training in the test process in 15 2-hour sessions introducing test-taking strategy. On the test day, 619 applicants were tested. The psychometric results are reviewed briefly. Four tables of study data and an eight-item list of references are included. (SLD)

ED 341 710 TM 017 889

Forsyth, G. Alfred; And Others
Factors Affecting the Misinterpretation of Research.

House, Ernest R.; And Others
Definition of Content in Social Studies Testing: Conceptual Content Assessment Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Analysis; Educational Assessment; Higher Education; High Schools; History; Interviews; Political Science; Professors; Secondary School Teachers; *Social Studies; *Standardized Tests; Student Evaluation; *Teacher Attitudes; Test Construction; *Test Content; Test Format; Testing Problems; Thinking Skills
IDENTIFIERS- *Experts

Three political scientists, three historians, three social studies professors (higher education), and seven secondary school teachers of social studies or history were interviewed. Focus was on assessing key concepts in the subjects' disciplines and what concepts should be taught and tested for at the high school level, with a view toward determining how content on standardized social studies tests should be defined and what that content should be. There was considerable consensus among the political scientists as to what the key concepts were, particularly about American government, but there was not much consensus among historians. There was also considerable consensus among social studies educators, who emphasized thinking skills and citizenship over content; and there was some consensus among high school teachers, who emphasized citizenship even more, but differed on key content. All subjects agreed that the teaching of facts was not a proper goal in and of itself. There was general agreement that standardized tests are not the proper way to assess student learning, and both the content of tests and the multiple-choice format were strongly criticized. Essay tests were the universal choice. High school texts were usually disdained and their publishers criticized. Neither discipline consensus on subject matter nor textbooks are good candidates for sources of test content based on this study, although some areas of consensus exist. Later phases of the study will explore other approaches to content definition. The three interview protocols are included. (SLD)

ED 341 728 TM 017 923

Mittag, Kathleen Cage
Correcting for Systematic Bias in Sample Estimates of Population Variances: Why Do We Divide by n-1?
PUB DATE- Jan 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January-February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; Computer Software; *Equations (Mathematics); *Estimation (Mathematics); Higher Education; *Mathematical Models; Methods Courses; Monte Carlo Methods; Research Methodology; Research Needs; *Sampling; *Statistical

Schorr, Lisbeth B.
Successful Programs and the Bureaucratic Dilemma: Current Deliberations.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 21p.; Paper presented at the Meeting of the National Center for Children in Poverty (New York City, NY, January 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Bureaucracy; Children; *Delivery Systems; *Economically Disadvantaged; *Family Programs; Financial Support; Futures (of Society); Poverty; *Poverty Programs; *Program Administration; Program Effectiveness; Public Policy; Resource Allocation; Social Influences; Staff Development

In order to break the cycle of poverty for disadvantaged children and their families, action must be taken to redistribute income and other resources and improve services and institutions that serve the poor. Successful programs are the following: (1) comprehensive, flexible, and responsive; (2) staffed by workers who develop relationships of trust and respect with children and families; (3) capable of dealing with the child as part of a family and with the family as part of a neighborhood and community; (4) able to tailor their services to respond to the distinctive needs of those at greatest risk; (5) well-managed by individuals with identifiable skills and attitudes; and (6) based on common theoretical foundations that emphasize prevention, client outcomes, and long-term change and development. The major attributes of effective services are fundamentally at odds with the dominant ways that most large institution and systems are funded and the ways they are expected to assure accountability, quality, and equity. What may be needed is a new culture for human service systems for a "renewal of the public sector. "Strategies for wider implementation of effective programs would include financing, training, technical assistance, and expanding public understanding. The implications for society would be profound. (JB)

ED 341 746 UD 028 501

Flight to Hope: A Catholic Collaborative Educational Project on Refugee Awareness for Today's Students.
PUB DATE- 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Catholic Schools; *Cultural Awareness; Curriculum Guides; Holistic Approach; Intermediate Grades; *Lesson Plans; *Multicultural Education; Political Attitudes; Program Descriptions; *Program Implementation; *Refugees; Relocation; School Community Relationship; Secondary Education; Social Bias; Social Problems; Teacher Role
IDENTIFIERS- Catholic Church; *Flight to Hope (Refugee Awareness Program)

This curriculum guide offers materials for a refugee awareness program, Flight to Hope, merging factual information with

ED 341 305 HE 025 197

Serafin, Ana Gil
Teaching, Research, and Service: Are These Role Functions Satisfying to Venezuelan Faculty Women?
PUB DATE- 4 Jan 92
NOTE- 17p.; Paper presented at the Annual International Conference for Women in Higher Education (5th, San Diego, CA, January 4-6, 1992). For a related document, see HE 025 198.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Foreign Countries; Higher Education; Instruction; *Job Satisfaction; Occupational Surveys; Research; *Sex Differences; Teacher Attitudes; Teacher Role; Women Faculty
IDENTIFIERS- *Venezuela

This study examined the job satisfaction of female Venezuelan faculty members in their teaching, research and service functions. Using the Faculty Satisfaction Questionnaire, the study compared the responses of 107 full-time males and 100 full-time females at seven Venezuelan teacher colleges. Findings revealed: (1) that teaching as a role function in academia satisfies full-time women as well as men; (2) that research satisfaction differences between female and male faculty were not significant; and (3) that service satisfaction in female faculty did not differ from males. This contradicts the common belief that teaching is a primary role for female faculty and that research is more satisfying to male faculty. Included are four tables and 20 references. (JB)

ED 341 306 HE 025 198

Serafin, Ana Gil
Interrelations for Teaching, Research, and Service: The Faculty Satisfaction Dilemma.
PUB DATE- 16 Jan 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Michigan Educational Research Association (Novi, MI, January 16-17, 1992). For a related document, see HE 025 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; Higher Education; *Job Satisfaction; Occupational Surveys; Research; Teacher Attitudes; *Teacher Role; Work Attitudes
IDENTIFIERS- Faculty Service; *Venezuela

This study investigated the extent of the interrelations of faculty satisfaction with the position functions of teaching, research, and service across Venezuelan teacher college campuses. In particular the study concerned the extent to which the variations in the variable teaching satisfaction were associated with the variations in the variables research satisfaction and service satisfaction. Using the Faculty Satisfaction Questionnaire 234 full-time faculty from 7 Venezuelan teachers colleges were surveyed. The evidence suggested that teaching and research are interrelated in the satisfaction provided to academicians and that research in the academic environment is seen as supportive and complimentary to teaching. In addition, the correlation between teaching satisfaction and service satisfaction was positive indicating

DESCRIPTORS- Academic Achievement; Academically Gifted; *Administrator Responsibility; College Students; Group Structure; Higher Education; *Honors Curriculum; Mission Statements; *Program Administration; Program Budgeting; Program Design; Undergraduate Study
IDENTIFIERS- *Andrews University MI

This paper describes the organizational structure, managerial responsibilities, and working policy of the 26-year old Andrews University Honors Program, an undergraduate program that was designed to attract talented and motivated students to the school, and operate effectively even during times of declining college enrollment. First, the paper presents the program's purpose and outlines its organizational structure, including the administrative officer's responsibilities. Next, the membership, responsibilities, and faculty load credit of the Honors Faculty are presented, as are those of the Honors Council. Also included is an outline of the Honors Executive Council and its subcommittees whose responsibilities involve formulating, approving, and making referrals to other groups on policy matters concerning the Honors Program. A brief description is provided of The Society of Andrews Scholars, whose purpose is to work with the Director of the Honors Program in producing spiritual and social gatherings of honors students and faculty, to administer student activities budgets, and to promote the general well-being of their distinctive student body. Finally, budget information for areas such as equipment, office, and project funds is presented. (GLR)

ED 341 325 HE 025 221

Heckman, Dale M.
Six Parallel Policy Changes in Higher Education in California and the Soviet Union in the 1980's.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; Comparative Education; *Educational Change; Educational Cooperation; *Educational Development; Educational Quality; Enrollment; Ethnic Groups; Higher Education; International Educational Exchange; *Policy Formation; Social Change; Student Participation
IDENTIFIERS- California; USSR

This paper discusses the fact that, in the same decade and despite obvious differences, two separate and distinctive systems of higher education (those of California and the Soviet Union) have been urged by their respective policy making bodies, to make major changes in at least six parallel ways; the paper investigates reasons for this timing and parallelism. After identifying the half dozen issues and the stated reasons for each policy change, the first and longer part of the document discusses these changes in terms of internal factors associated with very recent changes (1960s and 1970s) in American higher education, and the extent to which these factors seem present in the Soviet or California institutions. The six changes that are examined are as follows: (1) increased collaboration among academic, research, and industrial units; (2) improved quality and selected characteristics of students graduating from postsecondary institutions; (3) getting ethnic minorities enrolled in proportion to the population; (4) involvement of volunteers in social improvement; (5) obtaining of government certification of institutional quality; and (6)

Racial Bias; Racial Relations; School Security; *Social Environment; State Universities; *Student Attitudes; Student Characteristics; Student Transportation
IDENTIFIERS- Student Opinion Survey; *University of California Davis

A study was done to examine student opinion of the social environment on the University of California Davis campus in Spring 1990 as a follow up to a similar study conducted in 1987. The study used the Student Opinion Survey and mailed it to a stratified random sample of 1,649 students. Of the surveys sent, 57.7 percent were returned. The following findings are reported: (1) students are, for the most part, satisfied with the campus' social environment; (2) they are more satisfied than their national peers; (3) satisfaction declined between 1987 and 1990; (4) as in the 1987 survey, satisfaction levels among ethnic groups varied considerably with Black students substantially less satisfied that undergraduates overall; (5) students were well satisfied with food, housing and campus-sponsored mass transit services, but dissatisfied with parking facilities and services; (6) students expressed mixed levels of satisfaction with social interactions on campus with concern about racial harmony; (7) undergraduates considered racial intolerance the most serious problem among the intolerance issues including in the survey; (8) students saw alcohol abuse as the most serious of the health issues; and (9) students were more concerned with personal security and safety issues on campus than in 1987. Included are 14 tables and an appendix detailing student responses. (Author/JB)

ED 341 344 HE 025 240

Amos, Arthur K., Jr.
The Davis Academic Environment-1990. A Report of Student Opinions.
PUB DATE- Jun 91
NOTE- 41p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; College Curriculum; College Faculty; College Instruction; College Libraries; College Outcomes Assessment; *College Students; *Educational Environment; Educational Facilities; *Educational Quality; Ethnic Groups; Higher Education; School Schedules; *State Universities; *Student Attitudes; Student Teacher Evaluation
IDENTIFIERS- Student Opinion Survey; *University of California Davis

A study was done to examine student opinion of the academic environment at the University of California Davis campus in Spring 1990 as a follow up to a similar study conducted in 1987. The study used the Student Opinion Survey and mailed it to a stratified random sample of 1,649 students. Of the surveys sent, 57.7 percent were returned. The following findings were reported: (1) students reported higher scores than those reported by their national peers in eight of 19 areas; (2) in 13 areas students reported lower levels of satisfaction than the 1987 students; (3) students reported higher levels of satisfaction than their national peers with major course content and instruction but lower satisfaction with program flexibility; (4) satisfaction with courses and classes decreased due to increased student numbers; (5) students remained very satisfied with the faculty at Davis; (6) with the exception of the academic calendar, the 1990 respondents reported levels of satisfaction close to those reported by national peers and 1987 respondents; (7) students reported where they received their medical education, and the numbers entering the various types of practice specialties. Among the findings obtained from the statistics are the following: (1) the number of practicing New York State physicians who graduated from foreign medical schools equals the number who were trained in New York medical schools; (2) since 1965, the number of physicians practicing in New York State has increase substantially; (3) it is estimated that there are 300 physicians per 100,000 New York residents; and (4) the largest practice specialty of New York State physicians is general internal medicine. Twenty-six figures, 5 maps, and 13 tables illustrate the data. Appendices include the survey instrument, and tables providing additional comparisons by race, gender, and location. (GLR)

ED 341 363 HE 025 260

College and University Degrees Conferred, New York State 1989-90.
PUB DATE- Oct 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Comparative Analysis; *Degrees (Academic); Doctoral Degrees; *Graduate Study; Higher Education; Intellectual Disciplines; Masters Degrees; State Colleges; State Universities; Trend Analysis; Two Year Colleges; *Undergraduate Study
IDENTIFIERS- New York

This report provides seven statistical tables detailing the degrees conferred by New York State universities and colleges between July 1, 1989 and June 30, 1990. Tables are as follows: (1) "Degrees Conferred in Institutions of Higher Education by Level of Degree and Institutional Classification, New York State, 1989-90"; (2) "Degrees Conferred by Institution, Level of Degree and Sex of Student, New York State, 1989-90"; (3) "Bachelor's and Higher Degrees Conferred in Institutions of Higher Education by Sector and Major Subject Area, New York State, 1989-90"; (4) "Bachelor's and Higher Degree Trends in Institutions of Higher Education by Major Subject Area, New York State, 1987-88 to 1989-90"; (5) "Degree Trends in Institutions of Higher Education by Sector, Level of Degree and Year, New York State, 1985-86 to 1989-90"; (6) "Associate Degrees Conferred in Institutions of Higher Education by Sector and Major Subject Area, New York State, 1989-90"; and (7) "Percent Distribution of Degrees Conferred by Level of Degree and Type of Institution, New York State, 1989-90." (GLR)

ED 341 364 IR 015 358

Clarkson, Austin E.; Pegley, Karen
An Assessment of a Technology in Music Programme. Technical Report 91-2, Revised Version.
PUB DATE- Jul 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Creativity; Educational Objectives; Educational Technology; Foreign Countries; Grade 7; Grade 8; *Instructional Effectiveness; Junior High Schools; Microcomputers; *Music Education; Program Evaluation; Questionnaires; Student Attitudes; Teaching Methods

and some of the reasons normally given for introducing information technology into education. The second section considers the kind of support structures that will facilitate the implementation of a national computer education project and examines the main cost items involved in such an implementation. It is noted that the experience of educators at a pan-Commonwealth meeting held in Edmonton, Alberta, Canada in May 1986 was particularly helpful in writing this report, and it is their point of view that supports the formation of policy on the use of microcomputers in education in developing Commonwealth countries. This paper reflects experience brought to the meeting from Barbados, Great Britain, Canada, Cyprus, India, Kenya, Singapore, Sri Lanka, and Trinidad and Tobago. (DB)

ED 341 381 IR 015 382

Pathways to Success: Using Technologies To Reach Distant Learners.
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *College Programs; Course Organization; Delivery Systems; *Distance Education; Educational Innovation; Enrollment; Faculty Development; Higher Education; Information Technology; Program Descriptions; *Program Development; *Telecommunications
IDENTIFIERS- *Annenberg CPB Project

This report contains information on institutions that submitted proposals for integrating technology in education to the Annenberg/CPB (Corporation for Public Broadcasting) Project's New Pathways to a Degree program. It is noted that, although the 243 proposals received contained a number of innovative ideas about how to use technologies to improve both the accessibility and the quality of higher education, only seven of them could be funded. The program information is presented under four headings: Recruitment and Orientation; Program and Course Development and Delivery; Support Services; and Faculty Development. Each proposal is described briefly, and a contact person and telephone number are listed. The appendices provide information about the "New Pathways to a Degree" program, the 7 funded projects, and 31 new Pathways Associates. More detailed descriptions are given of the funded projects--at the College of St. Catherine, St. Paul, Minnesota, Indiana University--Purdue University at Indianapolis, Indiana; University of Maine at Augusta; Northern Virginia Community College; Oregon State System of Higher Education (OSSHE), Eugene, Oregon; the Rochester Institute of Technology, New York, and West Virginia University, Morgantown--as well as a brief description the Annenberg/CPB Project and lists of its television and audio course collections and research reports. Brief descriptions of six technology demonstration projects conclude the report. (DB)

ED 341 382 IR 015 383

Angell, Marion D.
A Program To Develop through LOGO the Computer Self-Confidence of Seventh Grade Low-Achieving Girls.
PUB DATE- Jun 91

traditional sections. Students in the word processing sections believed that the course format had inspired interest in learning to a greater degree than students in the traditional sections. The results imply that the word processing format improves attitudes toward freshmen composition. (18 references) (Author)

ED 341 399 IR 053 900

Information 2000. Library and Information Services for the 21st Century. Summary Report of the White House Conference on Library and Information Services (2nd, Washington, D.C., July 9-13, 1991).
PUB DATE- 91
NOTE- 83p.; For related materials, see ED 337 188-202.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Conferences; Democracy; Information Networks; Information Technology; *Library Role; Library Services; *Literacy; Marketing; Policy Formation; Preservation; *Productivity; Public Policy; Staff Development; *User Needs (Information)
IDENTIFIERS- Information Policy; *White House Conference Library Info Services

This summary report addresses the information needs of American citizens, institutions, schools, industry, and government within the context of three themes: literacy, democracy, and productivity. The report includes a preamble, which provides background information on the conference; discussions of the challenges posed by the Information Age in each of the three theme areas; a summary of the highlights of the delegates' recommendations; and the 15 recommendations earmarked for priority action by an early vote of the conference delegates. The recommendations cover the following issues: availability and access to information; national information policies; information networks through technology; structure and governance; services for diverse needs; training to reach end users; personnel and staff development; preservation of information; and marketing to communities. It is suggested that these initiatives collectively provide a blueprint for ways in which the United States can move from a nation at risk to a nation of students and restore our international preeminence in commerce, industry, science, and technological innovation. Also included in the report are the mission statement of the White House Conference (excerpted from Public Law 100-382 and the following appendixes: (1) summary of the conference process; (2) geographic overview of delegate representation; (3) the 95 recommendations and petitions adopted by the delegates together with an index to the recommendations; (4) a list of conference advisory committee members; (5) a list of National Commission on Libraries and Information Science commissioners; (6) conference committee rosters; and (7) a list of conference delegates and alternates. Concluding the report are the names and titles of the White House Conference staff. (MAB)

ED 341 400 IR 053 901

DePew, John N.
An Investigation of Preservation Service Needs and Options for Florida Libraries: Final Report.
SPONS. AGENCY- Florida Dept. of State, Tallahassee. Div. of Library and Information Services.

Pedagogical Debate: Notes from the Underground: A Traditionalist Polemic," by Mark Hawkins; (21) "Single- and Multiple-Draft Revisions: How Much Revising Is Enough?" by Kim Silveira Wolterbeek; (22) "Overcoming 'Feedback Block': Using Audio-Cassettes in Writing Classes," by Steve Flick; (23) "Advanced Comp: What Can You Say About Chocolate-Covered Manhole Covers?" by Paul Osze; (24) "Special-Needs Students: Enriching the Teacher and the Class," by Marilyn W. Anderson; and (24) "In Other Words...: But the Pencil Is Mightier Than the Pen," by Jack Quintero. (JMC)

ED 341 417 JC 920 070

Woodruff, Barbara Bilson, Ed.; And Others
Inside English: Journal of the English Council of California Two Year Colleges, Volume 18, Numbers 1-4, October 1990-May 1991.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *College English; Community Colleges; Computer Assisted Instruction; English (Second Language); *English Instruction; Interdisciplinary Approach; Literature; Remedial Instruction; Second Language Instruction; *Teaching Methods; Two Year Colleges; Writing (Composition); *Writing Across the Curriculum; Writing Exercises; Writing Processes; Writing Skills

With each issue focusing on different themes, volume 18 of "Inside English" looks at he revitalizing literature, teaching as a subversive activity, writing at all levels, and the English classroom of the 1990's. In addition to regular columns on the English Council of California Two-Year Colleges (ECCTYC) and legislative concerns, the following feature articles are included: (1) "The 1990 ECCTYC Literature Conference: On Humpty Dumpty, James Joyce, and Transforming Teaching" (Karin B. Costello); (2) "From Movies to the Page: Using Film to Teach Literature" (Patrick Kennedy); (3) "Teaching and Acting 'Rosencrantz and Guildenstern Are Dead': Roles and Responsibilities and Life on the Margins" (Judith Ackley); (4) "At the ECCTYC Lit Conference: Focusing on the Wrong Side of the Issues" (Michelle Pagni); (5) "In Defense of Theory: An Exploration of Fear and Defensiveness" (Bernard Goldberg); (6) "A Curriculum for the Nineties: Developing a Social Conscience through Literature" (Kathleen Murphy); (7) "Risk-Taking and Writing: Disputatious Classrooms" (H. W. Seng); (8) "Striking Fire in Our Students and Ourselves: Our Work in Story and Song" (John Lovas); (9) "Talking and Listening: Let's Hear It for Oral Reading" (Joseph Collignon); (10) "The Illusion of Progress: Where Are We Going? Where Have We Been?" (Mike Guista); (11) "Deconstruction and Demograhics: 'The Center Cannot Hold'--Or Can It?" (Phyllis Mael); (12) "Literacy and the Classroom: What an English Teacher Should Teach" (Sandra Christenson); (13) "College Survival English: Building Communication Skills AND Self-Esteem" (Ulrica Bell-Perkins and Diane R. Holt); (14) "Ideology, Pedagogy, and Politics: Writing As Confusion OR What and Why We Teach" (Gordon Taylor); (15) "Writing the Research Paper: Using Questions to Direct Research" (Diane Jefferson); (16) "Paraphrasing Right and Left" (Joseph Collignon); (17) "How to Teach English 1A: Nine Easy Steps" (Jack Jackson); (18) "Writers and Their Readers: Wrestling with the Audience" (Anne Huber Stark); (19) "Using advent of junior colleges and selective admissions, and the resurgence of developmental education in recent years. (JMC)

ED 341 435 JC 920 096

Martorana, S. V.; And Others
State Legislation and State-Level Public Policy Affecting
Community, Junior, and Two-Year Technical College Education,
1989. A Report to the National Council of State Directors of
Community and Junior Colleges (NCSDCJC).
PUB DATE- Oct 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Administration; College Programs; *Community Colleges; Educational Finance; *Educational Legislation; *Educational Trends; National Surveys; Public Policy; School Personnel; *State Legislation; Tables (Data); Technical Institutes; Trend Analysis; *Two Year Colleges

Since 1975, the Center for the Study of Higher Education and the National Council of State Directors of Community and Junior Colleges have cooperated in an annual study to identify and analyze pertinent state legislation affecting two-year colleges throughout the United States, to examine the issues which attract public policy action and attention, and to identify trends. An analysis of 1989 legislation, based on information provided by officials in 36 states and the District of Columbia, revealed the following: (1) the 37 respondents reported a total of 1,063 pieces of legislation affecting the two-year institutions, with a range from one piece in Idaho, Indiana, and Massachusetts to 169 pieces in California; (2) 60.6% of the proposed 1989 legislation was enacted, and 35% were pending; (3) common areas of legislative concern were finance, administration, personnel, students, and academic programs; (4) an increase in academic program-related legislation along with a decrease in the administration and finance issues was evident in items considered in 1989; and (5) similarity among topics of legislation across state lines suggested considerable cross-state communication among state-level public policy makers. The report includes tables on legislation introduced by state and by topic area. (JMC)

ED 341 436 JC 920 097

Program Evaluations, 1990. Maryland Community Colleges.
PUB DATE- Dec 91
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; *Community Colleges; Educational Assessment; *Electronic Technicians; Enrollment; Enrollment Trends; Job Placement; *Outcomes of Education; *Program Evaluation; State Surveys; Statewide Planning; *Technical Education; Two Year Colleges
IDENTIFIERS- *Maryland

The Maryland Community College Program Evaluation System is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the board. This document first presents the results of a standards and the level of academic intensity in transfer courses. Questionnaires were sent to chief academic officers (CAO's) at 30 community colleges, asking them to distribute five instruments to members of the academic senate and five to instructors who were not members of the academic senate. Responses were received from 158 instructors, for a response rate of 53%. Major study findings included the following: (1) 72.2% of the respondents indicated current or prior membership in academic senates, and 26.6% had no prior experience; (2) no significant differences were found between the instructors who had academic senate experience and those who did not in terms of their familiarity with codified standards and intensity levels; (3) both groups of faculty agreed strongly that baccalaureate-oriented courses require students to demonstrate college-level critical thinking abilities, while they disagreed strongly with the idea of lowering academic standards to assist inadequately prepared students; (4) instructors with senate experience agreed more strongly with the importance of academic standards and levels of rigor in community college courses than did those without such experience; and (5) there were no statistically significant differences of opinion found between faculty with a master's degree and those with a doctorate, nor between liberal arts faculty and those teaching other subject areas. Data tables are attached. (JMC)

ED 341 452　　　PS 019 830

Dickinson, David K.; Moreton, Joy
Predicting Specific Kindergarten Literacy Skills from Three-Year Olds' Preschool Experiences.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- 20 Apr 91
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Family Role; *Language Acquisition; *Language Skills; *Literacy; Prereading Experience; *Preschool Children; Preschool Education; *Teacher Role

A study examined the association between specific features of the preschool language context and the development of children's literacy-related language skills. Teachers were interviewed about the frequency with which they read to student groups during the school day; their preferences about literature; and the nature of their curriculum. Teachers were also observed in the class, and spontaneous talk by target children was recorded. From the observations, five hypotheses were formed: (1) the amount of time spent in different preschool activities would relate to performance on kindergarten measures of language and literacy development; (2) the amount of time spent in extended talk with adults would correlate positively with children's language and literacy development; (3) the content of children's talk would relate to language and literacy outcome measures; (4) teachers' pedagogical attitudes would help predict children's language and literacy development; and (5) variables such as financial status, availability of a network of family and friends, and access to child care would be related to literacy outcomes. Findings revealed that multiple sources nurtured literacy; both homes and preschools made important contributions to literacy development; and

This paper discusses three topics relevant to early child care and education: changing patterns in parenting; child care entitlements; and sex-role stereotyping and racism. Discussion of the first topic highlights the effects on parenting of such factors as: (1) high divorce rates; (2) poverty; (3) maternal employment; (4) shared parenting; and (5) lack of extended family support. To address these factors, support for changing parenting roles and educational support for parents are recommended. Discussion of the second topic, child care entitlements, examines the inability of working mothers, blue-collar workers, and those trying to escape from poverty to pay for high quality child care. It is argued that child care entitlements should not be based on government intervention in the family, but rather, should be consumer-oriented and supportive of parent choices. The use of vouchers for child care, and methods for funding child care entitlements, are considered. Recommendations for encouraging child care entitlements that support the family, and that base admission on the need for child care rather than on family income, are offered. The third topic discussed is sex-role stereotyping and racism. Although women make up 83.4 percent of elementary teachers, 80.4 percent of principals are men. The percentages of women in school administration are decreasing. As for the home, caring for children is still largely a woman's task. Recommendations for eliminating stereotyping in elementary curricula, teacher education, and media portrayals of women are offered, and roles that child advocacy organizations, public television, and private philanthropic organizations might play in promoting social justice, equity, and help for society's victims are suggested. (BC)

ED 341 471 PS 020 235

Taking Care: State Developments in Child Care.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Child Advocacy; Child Care Occupations; *Day Care; Day Care Centers; *Early Childhood Education; Employer Supported Day Care; Federal Legislation; Federal Programs; Financial Support; National Surveys; *Public Policy; *State Action; State Aid; State Programs; State Standards; Tables (Data); Training
IDENTIFIERS- Family Support Act 1988

A survey of state policies and practices regarding child care that was conducted prior to most states' implementation of the Family Support Act is reported. The report summarizes the findings of that survey and provides information from other recent studies. State child care roles and responsibilities are assessed in four main areas: (1) states as regulators; (2) states as funders; (3) states as system builders; and (4) states as employers. Survey results indicate that a total of 30 states' baseline licensing standards for child/staff ratios in child care centers for children up to the age of one year already meet the high quality accreditation standards used by the National Association for the Education of Young Children. A total of 19 states require some type of training for family day care providers. States are shifting the methods by which they

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Child Rearing; *Community Programs; Demonstration Programs; Early Childhood Education; *Family Programs; Models; *Parent Child Relationship; *Parent Education; *Parents as Teachers; Program Effectiveness; Program Implementation; Public Relations; Young Children
IDENTIFIERS- Preschool Education; *Project PAT MN; Saint Cloud School District MN

Project PAT (Parents Are Teachers), a program for parents and their children from birth through 3 years, is described. PAT is a nationally validated Title III, Elementary and Secondary Education Act demonstration project in the St. Cloud Community Schools district of Minnesota. The focus of PAT is the quality of the parent-child relationship and the development of a competent, resourceful child. Since 1984, PAT has been part of the American Vocational Association's efforts to disseminate information nationally about approved early childhood-parent education projects. This report outlines the program's philosophy and goals, including an approach for working with both parents and children. An overview of the program includes a description of the three primary components: play, observation, and discussion group. Also included is information on activity kits, home visits, and how the program works. A summary is included in an evaluation of Project PAT that shows the program to be highly effective in increasing parents' knowledge of infant development and in enhancing their supportive interactions with their children. PAT curriculum materials are described, including at-home activity kits and filmstrips. Suggestions are provided for establishing a similar project site elsewhere and for promoting community awareness. An implementation budget is given, along with criteria for the adoption of PAT in other locations. (LB)

ED 341 490 PS 020 279

Hoodecheck, Jeanne; Kearns, Ellen
FOSPA Program Description. Parent-Child Programs: District 742 Community Education's Early Childhood Family Education Project Revised .
PUB DATE- 90
NOTE- 32p.; For a related document, see PS 020 728.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Child Rearing; *Community Programs; Demonstration Programs; *Family Programs; Models; *Parent Child Relationship; *Parent Education; *Parent Participation; Preschool Children; Preschool Education; Program Effectiveness; Program Implementation; Public Relations; *Skill Development
IDENTIFIERS- *Family Oriented Structured Preschool Activity MN; Saint Cloud School District MN

The Family Oriented Structured Preschool Activity (FOSPA) program, an Early Childhood/Family Education program for parents and their 4-year-old children, is described. FOSPA is a nationally validated Title III, Elementary and Secondary Education Act demonstration project in the St. Cloud Community Schools district of Minnesota. Based on research findings that the early years are critical to a child's development and on the belief that parents can benefit if the educational community is willing to help them in their parenting role, the FOSPA program focuses on the quality of the parent-child relationship, the development of a competent and resourceful there were 612 such centers. This paper first describes the characteristics of Te Kohanga Reo programs, and then reports on a research study of parent attitudes toward them. Te Kohanga Reo are early childhood centers for the care and education of young children and the delivery of services to families. Most provide full-day care. They operate in a variety of settings, such as schools, community houses, private homes, churches, or Marae (Maori meeting places). They are licensed by the Ministry of Education. The centers feature immersion of children in the Maori language and culture, and "whanau" development: the involvement of Maori elders in Kohanga operation. Te Kohanga Reo is aimed at developing bilingual and bicultural children who can interact competently in both Maori and Pakeha worlds. The early education program fuses children's cultural needs with their developmental needs. Findings from a survey of 12 families in two programs suggest a high degree of congruency between people's aspirations and the pedagogy of Te Kohanga Reo. Contains 15 references. (LB)

ED 341 508 PS 020 303

Bridgeland, William M.; Duane, Edward A.
Child Care Policy Actors in Ontario and Michigan.
PUB DATE- 90
NOTE- 16p.; An earlier version of this paper was presented at the Biennial Meeting of the Midwest Association for Canadian Studies in the United States (Detroit, MI, October, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Advocacy; Child Welfare; Comparative Analysis; *Day Care; Early Childhood Education; Foreign Countries; *Government Role; Legislators; Political Influences; Public Officials; *Public Policy; *State Government; Trend Analysis
IDENTIFIERS- Canada; *Michigan; *Ontario; United States

Child care policymakers in Ontario and Michigan were compared in a study of provincial and state political processes and structures that affect child welfare. The two regions were selected due to similarities in their demographic characteristics, economic structures, and Anglo-American cultural commitments. The rationale for the study was that an analysis of political processes could illustrate certain trends in child care policy in North America as a whole, and that an understanding of the relationships among pertinent players in agencies, legislatures, and interest groups could help explain what was feasible in child care policy. The study combined a reputational technique for respondent identification and elite interviewing for data collection. It was found that networks of child care groups have been developing in both Ontario and Michigan for more than a decade, and that although the numbers are small, they have had increasing effectiveness at federal, provincial and state levels. Despite a laissez-faire atmosphere in Michigan, child care advocates have had some legislative sponsorship. It was shown that effective advocacy in Ontario meant avoiding cooptation, while in Michigan, it prevented fragmentation. It is concluded that policy analysis of child care has centered on social values that emphasize the child or cost benefit issues over programming. Contains 7 references. (Author/LB)

ED 341 509 PS 020 304

PUB DATE- 15 Oct 90
NOTE- 19p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Dropout Prevention; *Educational Strategies; Elementary Secondary Education; Hearings; *High Risk Students; Parent Participation; *Potential Dropouts; Primary Sources; School Community Relationship; *Student School Relationship

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on the causes of high Native American dropout rates and on dropout prevention strategies. Educators and parents provided information defining the problem and outlining factors contributing to high Native dropout rates. These factors included: the failure of the traditional education system, which labels students and has expectations of failure for Natives; racial bias and lack of respect for Native culture in school; poor racial relations in school and community; unmet student needs in the areas of health and nutrition; historical constraints on parent participation; dilapidated and inadequate facilities at Bureau of Indian Affairs schools; poor communications between Indian communities and the federal Office of Indian Education; and poverty and other family problems. Other testimony described dropout prevention programs and strategies that are working: community action to influence the local school system; college-school cooperation that focuses on identifying candidates for teaching among Native high school students and encouraging them to stay in school; early intervention and counseling for at-risk students; cultural sensitivity training for teachers and other school staff; Title V programs providing remediation and alternative instruction; attention to student attendance; hiring an Indian liaison to work with parents, students, and the school; teen parenting programs; community and business partnerships; employability strategies; increasing parent participation; and adult education programs for overage students. (SV)

ED 341 528   RC 018 542

Teacher and Administrator Training, Recruitment and Retention. INAR/NACIE Joint Issues Sessions National Indian Education Assocation (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).
PUB DATE- 15 Oct 90
NOTE- 10p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Administrators; *American Indian Education; American Indians; Elementary Secondary Education; Hearings; Higher Education; *Labor Turnover; *Minority Group Teachers; Primary Sources; Racial Bias; *Student Recruitment; *Teacher Education; *Teacher Recruitment

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on

University Conference (East Lansing, Michigan, October 4-8, 1989). Elementary Subjects Center Series, No. 40.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Attitude Change; Classroom Research; *Cognitive Processes; Cognitive Structures; Educational Change; Elementary Education; Mathematics Education; *Mathematics Instruction; *Research Needs; *Teacher Attitudes; Teacher Behavior; Teaching Models; *Thinking Skills

Participants at a conference on mathematics teaching discussed what it means to know and understand a subject and what teachers need to know, understand, and believe in order to teach a subject to elementary learners. The first section of the report covers the first day of the conference that was spent in a series of whole-group sessions. Participants made personal responses to three questions posed by the conference organizers: How might we consider research on learners' mathematics knowledge and thinking in the study of teaching? How might we use mathematical content analyses in the study of teaching? How might we consider research on teachers' knowledge and thinking in the study of mathematics teaching and learning? Following the statements, a summary is presented of the issues that came up in the dialogue between the participants. The second section presents the results of the small group sessions that focused on (1) students' mathematical thinking, (2) the conceptualization of mathematics teachers' beliefs, (3) learning from studying teacher change, and (4) facilitating shared roles and understanding between researchers and teachers. Issues for further thinking are raised and directions for future research are suggested. (MDH)

ED 341 546 SE 052 322

Peterson, Penelope L.; And Others
Profiles of Practice: Elementary School Teachers' Views of Their Mathematics Teaching. Elementary Subjects Center Series, No. 39.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Classroom Techniques; Educational Change; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Mathematics Education; *Mathematics Instruction; Questionnaires; *Self Evaluation (Individuals); Surveys; *Teacher Attitudes; Teacher Behavior; Teaching Methods; *Teaching Styles
IDENTIFIERS- Math Their Way Program

Calls for elementary teachers to reform their classroom practice in mathematics are coming from all sides. They are being asked to shift their teaching from an approach based on "transmission of knowledge" to student-centered practice. In order to assess elementary teachers' current goals and activities in teaching mathematics, a survey of 493 teachers in California, Florida, and Michigan was conducted. Six schools recognized as particularly effective in helping students develop conceptual

NOTE- 195p.; Mathematics Education Library Series, Volume 6. For related documents, see SE 052 585, SE 052 587, and SE 052 694.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Anthropology; *Educational Environment; Elementary Secondary Education; Higher Education; *Integrated Curriculum; Learning Processes; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Multicultural Education; Social Influences; *Teacher Education; Teaching Methods

This book breaks new ground in Mathematics Education by taking as its focus the idea of Mathematics as a cultural product and analyzing the educational consequences of this cultural perspective. Drawing on a wide variety of sources and references, the book integrates the literature into a new conceptual schema that demonstrates and substantiates the meaning of Mathematics as cultural product. A new curriculum structure integrating enculturation into the mathematics education curriculum is introduced, as well as exploring the mathematical enculturation process. Finally, there are several important implications for mathematics teacher preparation and for the whole process of teacher education made in the final chapter. Following a preface by the author, the seven chapters include: (1) "Towards a Way of Knowing"; (2) "Environmental Activities and Mathematical Culture"; (3) "The Values of Mathematical Culture"; (4) "Mathematical Culture and the Child"; (5) "Mathematical Enculturation: The Curriculum"; (6) "Mathematical Enculturation: The Process"; and (7) "The Mathematical Enculturators." An extensive bibliography contains over 200 references. (MDH)

ED 341 566 SE 052 587

Streefland, Leen
Fractions in Realistic Mathematics Education: A Paradigm of Developmental Research.
PUB DATE- 91
NOTE- 351p.; Mathematics Education Library Series, Volume 8. For related documents, see SE 052 585-586, and SE 052 694.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Concept Formation; Curriculum Development; Elementary Education; Elementary School Curriculum; Elementary School Mathematics; *Fractions; *Learning Processes; *Learning Theories; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Teaching Methods
IDENTIFIERS- Mathematics Education Research

This book has a two-fold purpose. First, it was intended as a description of the development and testing of a primary school fraction program, presently in practice. This project seeks to develop a realistic alternative to the teaching and learning of fractions. The second purpose was to produce a theory on the teaching and learning of fractions that could be an example for a theory of realistic mathematics education. The introduction gives an overview of the research and the sequential development of the course. Chapter 1, "Description of the Fraction Problem," describes an historical background of the problem created by fractions in mathematics education. Chapter 2, "Currents-Standpoint-Proposal," regards fractions from a

Formation; *Curriculum Development; *Curriculum Research; Elementary Education; Elementary School Mathematics; Interviews; Learning Strategies; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Opinions; Teaching Methods
IDENTIFIERS- *Constructivist Learning; Subject Content Knowledge

As part of a larger study regarding an ideal curriculum in five subject matter domains for the elementary school, the views of seven experts in mathematics education were summarized and contrasted. Four experts were nationally and internationally known professors and researchers, and three were elementary school teachers selected by researchers familiar with their teaching and known for their ability to promote mathematical understanding in children. These experts were asked to treat the topic of mathematics education comprehensively by addressing issues of curriculum (goals and objective, selection and organization of content), materials and instruction (presentation of input to students, teacher-student discourse, activities and assignments), evaluation of student learning (formal and informal assessment of student progress toward key goals before, during, and after instruction), and teacher education (subject matter knowledge, professional development). The views of the experts are summarized one at a time, under the categories of: (1) General Approach to Mathematics Learning in School; (2) Learning and Teaching; and (3) Approaches to Curriculum. The overall summary indicated that all the experts were dissatisfied with prevailing mathematics curricula and teaching practice in elementary school with its over emphasis on learning isolated computational skills. Other areas of agreement and disagreement are contrasted, and these comparisons are considered with reference to their implications for ideal mathematics programs. Readers are cautioned that the call for change may be based on multiple, and possibly incompatible, assumptions. (14 references) (MDH)

ED 341 585 SO 020 782

National Report of Australia to the International Conference on Education (41st, Geneva, Switzerland, 1989).
PUB DATE- 89
NOTE- 105p.; Small print throughout report may not photocopy clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; National Programs; Postsecondary Education; Role of Education
IDENTIFIERS- *Australia

This report presents an overview of the organization and structure of the Australian education system and focuses upon developments in education in that country from 1986 to 1988. The essential role played by education and training in facilitating the process of change required for economic growth and the achievement of social justice is represented by the decision to combine government responsibilities for employment, education, and training in one department. The National Board of Employment, Education and Training (NBEET) was created in 1988 to provide advice to the government on schools, higher education, skills formation, training, and research. Structural changes in education and training have been emphasized as part of the government's broad ranging program of micro-economic

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Cultural Influences; Educational Demand; *Educational History; *Educational Objectives; Educational Sociology; Elementary Secondary Education; Labor Market; Public Schools; Skill Development; *Social Influences

Art education has emerged in relation to a number of cultural influences. These influences framed school art in terms of four strands of purpose. The first strand is the use of art education for developing skills for a labor market. The second strand views the purpose of public access to art as cultural education and a leisure time activity for the middle class. The third strand concerns art as an illustration of moral character and aesthetic taste for the social person. The fourth strand conceives of art as healthful and creative self-expression. The stands have interacted historically and their conflicts have involved deeper issues of an American society involving conceptions of work and play, democracy and individuality, and what constitutes scientific and social reality. (Author)

ED 341 608 SO 021 752

Taylor, Patty; And Others
Handbook for Planning an Effective Visual and Performing Arts Program for California Public Schools Kindergarten through Grade Twelve.
PUB DATE- 90
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Art Education; *Community Cooperation; *Curriculum Development; Dance; *Educational Administration; *Educational Planning; Elementary Secondary Education; Music Education; Public Schools; State Curriculum Guides; Theater Arts; Visual Arts
IDENTIFIERS- *California

The purpose of this handbook is to show how planning and implementing an arts education program can be organized and systematically undertaken. Two alternative planning models are outlined. The first model works for larger schools and involves eight stages carried out by three committees--organizers, planners, and implementers. The alternative model is suitable for smaller schools and has one committee to perform four major roles--advocating and organizing, assessing and planning, supporting and implementing, and evaluating and modifying. An 'ideal' model program is described based on effective features common to successful arts programs. A checklist is provided to help site-level administrators understand their roles in partnership planning. The appendices provide outlines for model curriculum guidelines, inventory forms, a chart of a 7-year curriculum implementation cycle, sample budgets, and resource and instructional material lists. (KM)

ED 341 609 SO 021 760

Sylva, Ron
Multi-Dimensional Engagement with Art.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National

NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art Education; Dance; Drama; Educational Philosophy; *Educational Technology; Elementary Secondary Education; *Hypermedia; Theater Arts; Videodisks; Visual Arts
IDENTIFIERS- Discipline Based Art Education

This document summarizes the proceedings from a 3-day conference about arts education technology. Presenters addressed both the promise and uncertainty of new and emerging technologies. There was an overriding concern for students and teachers, the human element of education that technology should serve. Day 1 consisted of the opening session "From Here to 2000: Education and Technology" followed by two special presentations, "Visions of the Future" and "Producing Arts with Technology." On the second day, the general sessions addressed interactive hypermedia and the educational possibilities presented by new multimedia technology. There were panel presentations concerning multimedia and arts education including a videodisc music series, and a Shakespeare project. The afternoon sessions addressed such issues as discipline based art education and multimedia, the future of arts education and the National Endowment for the Arts (NEA), and learning through drama. The third day's general session addressed technology's impact on children. This was followed by 10 sessions where experts from various arts disciplines discussed technological applications in their fields, for example: studio art teaching, music education software, and teaching, preparing schools for technology, and technology with limited school budgets. The luncheon session addressed the power of the imagination and the closing session dwelled on partnerships for educational technology. (KM)

ED 341 631 SO 021 929

Collected Papers: Pennsylvania's Symposium I on Art Education, Aesthetics, and Art Criticism (Carlisle, Pennsylvania, May 6-7, 1986); Pennsylvania's Symposium II on Art Education and Art History (Carlisle, Pennsylvania, November 7-9, 1986); Pennsylvania's Symposium III on the Role of Studio in Art Education (Carlisle, Pennsylvania, November 19-21, 1987).
PUB DATE- 89
NOTE- 645p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; *Art Activities; *Art Criticism; *Art Education; *Art History; *Educational Philosophy; Elementary Secondary Education; Fine Arts; *Teaching Methods; Visual Arts
IDENTIFIERS- Discipline Based Art Education

The collected papers from three conferences about art education are documented in three volumes. The first conference addressed art education, aesthetics, and art criticism. Eighteen scholars representing classroom teachers, museum educators, and university faculty were invited to prepare papers on the general topic of aesthetics and art criticism in the classroom. The following papers are included: "Role-Playing the Aesthetician in Art Education" by R. Russell; "Beyond Culture: The Search for Aesthetic Principles" by Eldon Katter; and "Schools and Museums: Teaching Art with Art" by Julianne Agar. The second conference addressed art education and art history. It adopted a format similar to the previous conference where 18

ED 341 651 SP 033 532

Marso, Ronald N.; Pigge, Fred L.
The Identification of Academic, Personal, and Affective Predictors of Student Teaching Performance.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-19, 1991). Appendixes contain small blurred type. The scale for rating student teaching performance contains small, marginally legible type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; Higher Education; Personality Measures; *Personality Traits; *Predictive Measurement; *Predictor Variables; Preservice Teacher Education; Projective Measures; Rating Scales; Student Teacher Attitudes; *Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; *Teacher Effectiveness
IDENTIFIERS- Myers Briggs Type Indicator; Rotter Internal External Locus of Control Scale

The purpose of the study described here was to determine the extent to which student teachers' performance, as assessed by their university supervisors, could be predicted from the following sets of measurements: (1) high school and college academic performance indexes; (2) self-reported attitudes, anxieties, and concerns about teaching; and (3) Myers-Briggs Type Indicator and Rotter's locus of control scores. Subjects were teacher education students (N=87) who had completed their student teaching (60 percent were elementary and 40 percent were secondary education majors, and 80 percent were female). University supervisors provided a numerical evaluation of student teaching performance. Results suggest that the most significant predictors of prospective teachers' success are university grade point averages; self-ratings of future success; and Myers-Briggs classification preferences for intuition in contrast to sensing and for feeling rather than thinking. Additionally it appears that prospective teachers who are more anxious about teaching, who feel they have less control over their environment (external locus of control), and have a perceptive rather than judging attitude on the Myers-Briggs inventory are more likely to be rated lower than their fellow prospective teachers by university supervisors. Appendixes include a scale for rating student teaching performance and a report form for Myers-Briggs Type Indicator. (LL)

ED 341 652 SP 033 535

Whiteford, Patricia C.; And Others
Differences between Teachers Who Have and Have Not Taught Continuously during the First Five Years after Graduation.
PUB DATE- Oct 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

profession. To test this idea, a study was conducted to determine if significant differences exist in academic performance between individuals who receive their degrees in education and those who receive Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degrees. This study examined academic histories of individuals who received their degrees in education and of those who pursued degrees in nonteaching areas (English, mathematics, history, geography, and biology). From a total of 849 graduates receiving degrees in August 1990 and May 1991, 200 who had obtained undergraduate degrees in the four degree categories were selcted for the study. Fifty students were randomly chosen from each degree category, and respective transcripts were reviewed to determine each subject's performance in a content area. Findings suggest that some differences in academic performance were observed, favoring students outside of teacher education. Only in History 1 of the general studies program did teacher education graduates outperform other students. Future study is recommended to explore whether individuals entering the field of education are as academically talented as other majors in order to provide information regarding an observed trend toward attracting better students to teacher training programs. (LL)

ED 341 671 SP 033 560

Daniel, Larry G.; Ferrell, Charlotte M.
Clarifying Reasons Why People Aspire To Teach: An Application of Q-Methodology.
PUB DATE- Nov 91
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 14-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Cluster Analysis; Elementary Secondary Education; Factor Analysis; *Graduate Students; Higher Education; Literature Reviews; *Occupational Aspiration; *Q Methodology; Statistical Surveys; Teacher Education Programs; *Teaching (Occupation); *Undergraduate Students

This study was conducted to test the validity of previously developed theories as to why individuals select teaching as a career and to determine whether the orientation of preservice and inservice teachers differs regarding reasons for choosing the teaching profession. A 58-item instrument, "Orientations for Teaching Survey," was designed, with item development based on the findings of previous studies. The instrument was administered to 28 undergraduate and 22 graduate students enrolled in a teacher education program, with data analyzed separately for the experienced teachers and the preservice teachers. The study used a Q-technique factor analytic method, which allows factoring across a series of test items resulting in clusters of persons relative to a given construct. Results suggest that the instrument is useful in clarifying current and potential teachers' career motivations and that Q-methodology is a useful way to develop motivational themes. Whatever the motivation for selecting teaching as a career, most individuals seem to recognize that it should not be viewed as a way to make an easy living until something better comes along. An extensive reference list, five tables, and a complete copy of the survey are appended. (Author/LL)

ED 341 672 SP 033 561

IDENTIFIERS- Delaware; District of Columbia; Maryland

The study described in this presentation was conducted to survey the status of classroom discipline within the professional teacher education curriculum and to ascertain the perceptions of preservice teachers towards addressing discipline problems. Classroom discipline is examined in the following ways: (1) an analysis of contemporary literature; (2) an examination of selected national college and university catalogs to determine the availability of separate discipline courses; (3) an intensive survey of teacher training institutions in Delaware, Maryland, and Washington, D.C.; and (4) a poll of preservice teachers (N=250) who had just completed 14 weeks of student teaching. Results indicate that student teachers want more time to be spent on discipline maintenance during preservice training (various theories and methods are discussd); however, planning and methodology were found to supercede discipline in actual teaching. Four appendices include: (1) college and university catalogs examined; (2) institutions in the Maryland, Delaware, and Washington, D.C. survey; (3) a student teacher questionnaire; and (4) participants' responses. (LL)

ED 341 691 SP 033 620

Hollingsworth, Sarah; Gallego, Margaret A.
Redefining School Literacy: Teachers' Evolving Perceptions. Research Series No. 210.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Bilingual Education; College School Cooperation; *Collegiality; *Cultural Influences; Curriculum Development; Educational Change; Feminism; Higher Education; *Integrated Activities; Intermediate Grades; Junior High Schools; Language Arts; Librarians; *Literacy; Middle Schools; Social Studies; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Professional Development Schools

For the past year, 12 social studies, English/reading, bilingual, and library teachers at an urban middle school have collaborated with 2 professors and 2 graduate assistants from Michigan State University (MSU) to create the concept of "multiple literacies" in themselves and among their students. The purpose of the work is to extend the concept of multiple literacy beyond its traditional reading/writing and content knowledge boundaries and to help students see the connections between the knowledge and processes that are required to be school literate and those they will need for real life success. Developing multiple literacies thus involves the integration of community literacy (or the appreciation, understanding, and/or use of interpretive and communicative processes needed to adapt socially to school settings, maintain a good sense of self, and gain a conceptual understanding of school subjects) and personal literacy (or ways of knowing and believing about the self, and personal communication norms arising from historical or experiential and gender-specific backgrounds). Drawing upon the literature which supports teachers as change agents, the MSU group used principles embedded in feminist praxis to facilitate an interaction between these literacies. Teachers collaborated by selecting and designing instructional projects intended to support the work. Both problems in establishing the

PUB DATE- Aug 91
NOTE- 38p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Interpretation; Economics; Foreign Countries; Generalization; Higher Education; Knowledge Level; Mathematics; Methods Courses; *Misconceptions; Multiple Regression Analysis; Psychology; Research Methodology; Research Problems; *Research Reports; Research Utilization; Sampling; *Scientific Concepts; Student Attitudes; *Undergraduate Students
IDENTIFIERS- Bloomsburg University PA; *Cause Effect Relationships; Dependent Variables; Millersville University PA; *Misinterpretation; University of Victoria BC

To determine the factors that influence interpretation of a research study description, 8 descriptions of research studies were interpreted by 320 undergraduate students in psychology, mathematics, and economics statistics and research methods classes at the University of Victoria (British Columbia, Canada), Millersville University (Pennsylvania), or Bloomsburg University (Pennsylvania). Results of stepwise multiple regression analyses indicate that students in all three disciplines base judgments of the generalizability of research findings and confidence in drawing cause-and-effect conclusions on their belief that there is an independent-dependent variable relationship. Students attended to neither the existence of random sampling in generalizing findings, nor the use of random assignment in drawing cause-and-effect conclusions. Students in second-level psychology courses and lower-level mathematical statistics courses incorrectly altered their confidence in drawing cause-and-effect conclusions based on the statistic used rather than the research methods reported. A research methods taxonomy is presented for overcoming these errors in interpreting research. Greater emphasis on interpretation-of-research assignments in statistics and methods courses is recommended. Three tables, 16 figures, and a 10-item list of references are included. (Author/SLD)

ED 341 711 TM 017 890

Ungvarsky, Diane M.; Lilienthal, Richard A.
Quality in Government: The Army Intern Intake Survey.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; Cognitive Tests; Comparative Analysis; Government Employees; *Internship Programs; *Occupational Tests; Personnel Evaluation; *Personnel Selection; Pilot Projects; Profiles; *Screening Tests; Surveys; *Test Construction
IDENTIFIERS- *Army Intern Intake Survey; *Civilian Personnel

The development of the Army Intern Intake Survey (AIIS) is described. The AIIS focuses on the Army civilian intern program, a vehicle for entry-level employees to progress in Army civilian jobs, which produces a profile of past and current interns. The AIIS will identify changes in intern quality over time and will make comparisons of Army interns and military and civilian counterparts possible. A review of all available assessment instruments resulted in a pool of

Bias; Statistics
IDENTIFIERS- *Population Parameters; *Variance (Statistical)

An important topic presented in introductory statistics courses is the estimation of population parameters using samples. Students learn that when estimating population variances using sample data, we always get an underestimate of the population variance if we divide by n rather than n-1. One implication of this correction is that the degree of bias gets smaller as the sample gets larger and larger. This paper explains the nature of bias and correction in the estimated variance and discusses the properties of a good estimator (unbiasedness, consistency, efficiency, and sufficiency). A BASIC computer program that is based on Monte Carlo methods is introduced, which can be used to teach students the concept of bias in estimating variance. The program is included in this paper. This type of treatment is needed because surprisingly few students or researchers understand this bias and why a correction for bias is needed. One table and three graphs summarize the analyses. A 10-item list of references is included, and two appendices present the computer program and five examples of its use. (Author/SLD)

ED 341 729 TM 017 924

Naizer, Gilbert
Basic Concepts in Generalizability Theory: A More Powerful Approach to Evaluating Reliability.
PUB DATE- Jan 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January-February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Estimation (Mathematics); *Generalizability Theory; Higher Education; Interrater Reliability; Measurement Techniques; *Research Design; Research Methodology; Test Interpretation; *Test Reliability; Test Theory

A measurement approach called generalizability theory (G-theory) is an important alternative to the more familiar classical measurement theory that yields less useful coefficients such as alpha or the KR-20 coefficient. G-theory is a theory about the dependability of behavioral measurements that allows the simultaneous estimation of multiple sources of error variance. If error influences interact, as they often will, the G-theory estimates may be markedly different from classical theory estimates. G-theory also distinguishes between relative and absolute decisions. Finally G-theory provides a mechanism for using estimated error variances for alternative designs (D-studies) to help researchers develop a measurement that minimizes error for a future study, but that is also efficient. Some of the major advantages of G-theory are explained and illustrated with a hypothetical study of 20 individuals given a performance task on 3 occasions and assessed by 2 raters. Three tables present data from the example. A five-item list of references is included. (Author/SLD)

ED 341 730 TM 017 925

Freidrich, Katherine R.
Canonical Correlation Analysis: An Instructional Tool for All Parametric Statistical Procedures.
PUB DATE- Jan 92
NOTE- 29p.; Paper presented at the Annual Meeting of the

experiential learning activities to provide a holistic approach to understanding refugees for presentation in Catholic schools and involving parish participation. Included in notes on using and coordinating the program are a suggested calendar of events, a sample letter and family activities for parents, a sample letter and parish activity sheet for parish ministry teams, and a discussion of how to integrate the larger school and parish community into the classroom program. The teacher's guide provides background for teachers seeking an understanding of the world of refugees including a discussion of who refugees are, refugee relief efforts, the politics of refugee determination in the United States and abroad, and the challenges and difficulties facing refugees. The Flight to Hope Program includes the following eight lesson plans for grades 6 through 12: (1) "Coming to America--Refugees and Immigrants"; (2) "Who Helps the World's Refugees?"; (3) Whom Shall We Welcome?"; (4) "What It's Like To Flee"; (5) "Refugees in Need"; (6) "Are These Refugees?"; (7) "The Art of Refugee Children"; and (8) "The Real Person's Experience." Included are 13 figures and 8 activity sheets. Appendices contain selected church teachings for understanding refugee ministry, a glossary of immigration-related and refugee-related terms, a list of 42 resources (books, periodicals, and audio-visual materials), and a teacher's evaluation form. (JB)

ED 341 747   UD 028 505

Dunne, Danielle
School Choice: Pros, Cons, and Concerns. ASPIRA Issue Brief.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; Educational Finance; Educational Improvement; *Educational Vouchers; Elementary Secondary Education; *Federal Legislation; Free Choice Transfer Programs; *Low Income Groups; *Parent Responsibility; Policy Formation; Poverty; Private Schools; Public Schools; *School Choice; School Desegregation; Tuition Grants
IDENTIFIERS- America 2000

This paper explores issues surrounding parental choice of schools. The administration of President George Bush has presented parental choice as a cornerstone of its proposed "America 2000 Excellence in Education Act." Educational advocates are concerned that emphasis on choice as a key moving force for school reform falls short of the mark, and that implementation requires safeguards that the program does not contain. Supporters of choice argue that it will: (1) empower low-income and minority families; (2) allow competitive and free-market principles to force educational improvement; (3) offer a low-cost solution to problems of the educational system; and (4) incite schools to change to meet community needs. Opponents contend that choice would: (1) infringe on desegregation efforts; (2) deplete financial resources for public schools through vouchers spent at private schools; (3) not allow for adequate transportation for real choice; (4) make informed choice difficult or impossible for limited-English-proficient or poorly educated parents; and (5) not provide for change in poor schools. Policymakers and educators have prepared a list of 13 criteria a choice plan must meet. Definitions of terms used in the choice arguments are listed, that there are positive interrelations between faculty satisfaction with teaching and faculty satisfaction with service. The correlation between research satisfaction and service satisfaction was also positive. The most satisfying elements to faculty was research, with publications and writing providing the greatest sense of accomplishment. Included are two tables and 27 references. (JB)

ED 341 307 HE 025 199

George, Pamela
University Teaching across Cultures: Lessons from U.S. Fulbrighters in Southeast Asia and Their Colleagues in Thailand.
PUB DATE- 87
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Cultural Context; *Cultural Traits; Faculty Workload; Foreign Countries; Higher Education; Institutional Characteristics; *Intercultural Communication; *Overseas Employment; Sex Differences; Teaching Methods; Universities; Work Attitudes; Work Environment
IDENTIFIERS- Fulbright Teacher Exchange Program; *Southeast Asians; *Thailand

This book is an inquiry into university teaching across cultures and includes, in Part 1, a cast study of the nature of the university workplace in Thailand, and in Part 2, common instructional problems and solutions faced by Western professors teaching in the Southeast Asian context. Within Part 1, "The Nature of the University as a Workplace: A Case Study in Thailand," separate sections address the following: key contrasting attitudes in the workplace, demographic behavior and academic characteristics, the Thai university professor, gender issues, common early work-related misconceptions of new Western professors, culturally sensitive strategies and techniques for mitigating early difficulties in the job, research activities common the in university setting, dominant perceptions held by hosts of the roles and professional behaviors of Western professors, and in the final section, a broader perspective on the various roles of Western professors in the Thai university community. Part 2, "Instructional Strategies for University Teaching Across Cultures," touches on planning instructional presentations for concept attainment and student motivation, team teaching, classroom assistants, instructional techniques, language supports, and evaluation. Sixty-four notes accompany the text. (JB)

ED 341 308 HE 025 200

Ulbrich, Holley
Prospects for the Faculty Labor Market in the 1990s: A Clemson University Perspective.
PUB DATE- Feb 91
NOTE- 29p.; Report by the Environmental Scanning Committee to the Strategic Planning Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Architectural Education; Business Education; *College Faculty; *Departments; Early Retirement; Employment Patterns; Engineering Education; Enrollment Trends; General Education; Higher Education; *Labor

increased international exchange of students. Also presented are the four societal conditions, and their examples, that are commonly correlated with large-scale policy changes in the history of American higher education. In the paper's second part, correlates of internal change in institutions of higher education are examined for their relevance to the California-Soviet comparison. These changes are: openness to external initiatives; changes in faculty composition; fewer faculty members with tenure; and dispersed power and influence among faculty members. It is concluded that despite sharp ideological differences, important parallels do exist between the two societies, and that their anxieties for the future, as reflected in the educational changes both have instituted, transcend their more explicit differences. Contains 28 footnotes. (GLR)

ED 341 326 HE 025 222

Financial Report of Ontario Universities 1990-91, Volume I: Universities.
PUB DATE- Dec 91
NOTE- 303p.; For volumes 2 and 3, see HE 025 223-224.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; Data Analysis; Data Collection; Educational Finance; Expenditures; Foreign Countries; Grants; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; *School Funds; State Government; Tables (Data); *Universities
IDENTIFIERS- *Ontario

This report provides financial information on 21 degree granting universities and related institutions which receive grants from the provincial government of Ontario, Canada. The report first explains the general guidelines and reporting requirements used in compiling the information; the principles of fund accounting involved; and the definitions of the types of funds, revenue sources, operating expenses, and the various objects of expense such as salaries, benefits, and equipment. Tables of data are then presented involving summary information for all universities and colleges (on a consolidated basis). These data tables focus on the following categories: (1) Combined Revenue and Expense and Changes in Fund Balances; (2) Revenue and Additions by Source and Type of Fund; (3) Expenses (All Expendable Funds) by Object and Type of Fund; (4) Actual Operating Expenses by Object and Functional Area; and (5) General Funds Changes in Appropriated Fund Balances. Other tables present percentage analyses of these reported revenues and expenses. Finally, financial data for each individual school are provided. These are: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University College, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. Summary tables and individual school financial data comprise 92 percent of the document. (GLR)

ED 341 327 HE 025 223

declining satisfaction with classroom and laboratory facilities, and (8) students reported less satisfaction in 1990 with their preparation for future occupations and with Davis in general than did respondents in 1987. Included are appendixes containing a copy of the survey and one table. (Author/JB)

ED 341 345   HE 025 241

Amos, Arthur K., Jr.
Effort and Gain: The UC Davis Undergraduate Experience.
PUB DATE- Aug 90
NOTE- 71p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; College Curriculum; College Instruction; *College Students; *Educational Quality; Ethnic Groups; Higher Education; Hispanic Americans; *Outcomes of Education; *State Universities; Student Attitudes; Student Characteristics; Student Development; Student Motivation; Study Habits; *Undergraduate Study; Whites
IDENTIFIERS- *Effort; Quality of Effort; *University of California Davis

A study was done to examine the effort put into their undergraduate study by University of California Davis students and their estimates of what they think they have gotten out of their study. The study used data collected from a stratified random sample of 300 Black students, 300 Chicanos, and 886 other students all of whom received a survey in the mail. Of the 1486 surveys mailed, 725 usable surveys were returned for a response rate of 49 percent. The major findings were: (1) Davis students resemble other students at peer institutions in the effort they put into undergraduate careers and the amount of gain they report; (2) Davis students differ from national counterparts in 8 of 15 Quality of Effort Scales where they report greater effort; (3) Davis students report slightly smaller gains than their national peers in three areas; (4) students report slightly greater gains than their national peers in five areas; (5) men and women report similar effort in most areas; (6) differences in ethnicity are significant for six areas of effort; (7) class level is significantly associated with effort in nine areas of effort and three areas of gain; and (8) the effort reported by students varies significantly by field of study in 12 areas. Included are 38 tables. (Author/JB)

ED 341 346   HE 025 242

Hunziker, Celeste M.
Advising At UC Davis-1990. A Report of Student Opinions.
PUB DATE- May 91
NOTE- 25p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; Admissions Counseling; Career Counseling; Career Planning; College Faculty; College Freshmen; College Students; Departments; Educational Counseling; Educational Environment; *Faculty Advisers; Higher Education; School Orientation; *Student Attitudes; Student Characteristics; Student Personnel Workers; *Student School Relationship; Universities
IDENTIFIERS- Student Opinion Survey; *University of California Davis

IDENTIFIERS- Ontario

An innovative intermediate music programme was instituted at an elementary school in a middle class suburban area in Canada. The music teacher at the school designed a unique curriculum, the Technology in Music Programme (TIMP), for a classroom equipped with microcomputers, sequencers, drum machines, music instrument digital interface (MIDI) technology, MIDI wind instruments, and a sound editing and production facility. The aim of the curriculum was to cultivate creative activities in music including improvising, arranging, composing, sound production, performing, and listening in a collaborative, discovery-learning environment. The TIMP curriculum was assessed to determine whether the overall goals and educational objectives of the core music curriculum were being met. Thirty-three students from grades 7 and 8 were tested and observed, and parents and school staff were interviewed on the TIMP. At the end of the program students were asked to complete a course evaluation questionnaire in which they ranked the activities in order of preference and wrote down what they learned in each. Results indicate that students were overwhelmingly enthusiastic about and highly motivated by the TIMP. Of the educational objectives, 52% were achieved, in some cases more fully than would be expected in a traditional music program. It was concluded that computer assisted instruction and electronic music technologies have the potential for greatly enhancing the teaching of music at the intermediate level, with the degree of enhancement depending on the music readiness prepared in grades K to 6 with respect to singing, performing on classroom instruments, staff notation, listening, improvising, and moving and dramatizing to music. Student, parent, and staff questionnaires are appended. (72 references) (DB)

ED 341 365 IR 015 360

Owston, Ronald D.; And Others

Effects of Word Processing on Student Writing in a High Computer Access Environment. Technical Report 91-3.

PUB DATE- Jun 91

NOTE- 52p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; Foreign Countries; Grade 8; Intermode Differences; Junior High Schools; *Microcomputers; Multivariate Analysis; *Revision (Written Composition); *Word Processing; *Writing (Composition)

IDENTIFIERS- Ontario

This study examined the impact of word processors on the writing of eighth grade students experienced in computer use. Four classes of students (n=111) were asked to write one expository paper on the computer and another paper on a similar theme by hand in a repeated measures research design that controlled for effects of order of writing (on or off the computer first) and differences in difficulty of topic. Draft and final versions of handwritten papers were transcribed and printed. Computer written papers were printed in the same typeface so that a reader could not tell whether a paper was a draft or final version written on or off computer. Papers were scored on four key characteristics by trained raters. A multivariate analysis of variance revealed that computer written papers were rated significantly higher than handwritten papers. Moreover, the papers were judged superior on all four scales when follow-up univariate analyses of variance were performed. Students were more apt to make microstructural changes to their work, such as

NOTE- 70p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Critical Thinking; *Females; Grade 7; Junior High Schools; *Junior High School Students; *Low Achievement; *Microcomputers; Pretests Posttests; Programing; Programing Languages; *Self Esteem; *Student Attitudes; Surveys
IDENTIFIERS- *LOGO Programing Language

This practicum report describes the development of a program designed to improve self-confidence in low-achieving seventh grade girls towards computers. The questionnaire "My Feelings Towards Computers" was used for pre- and post-comparisons. Students were introduced to the computer program LOGO, were taught to compose programs using the Logo computer language, and were exposed to a computer atmosphere that stressed critical thinking and creativity. The results, as indicated by pre- and post-testing, showed that seventh grade low-achieving girls can increase their self-confidence in computers by using LOGO. Increased self-confidence was noted in the following areas: liking computers, the field of computers as an occupation, the perception that girls are capable with regard to computers, the ability to understand computers, and being smart enough to use computers. It was concluded that Logo is an effective tool in increasing the self-concept towards computers of low-achieving seventh grade girls. Appendices include the questionnaire and a critical thinking checklist, the survey results, progress evaluation, and examples of student work. (13 references) (Author/DB)

ED 341 383 IR 015 385

Sheingold, Karen, Ed.; Tucker, Marc S., Ed.
Restructuring for Learning with Technology.
PUB DATE- Dec 90
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Educational Change; Educational Environment; *Educational Technology; Elementary Secondary Education; Futures (of Society); Information Technology; *Instructional Improvement; Microcomputers; *School Restructuring
IDENTIFIERS- Constructivism

Presented from different perspectives, the five papers in this collection discuss three developments in education--the creation of educational environments that foster students' thinking, the use of educational technology to support student learning, and school restructuring and reform efforts. In the first paper, "Restructuring for Learning with Technology: The Potential for Synergy," Karen Sheingold argues that student learning can be successfully transformed only if active learning, adventurous teaching, and well-integrated uses of technology are brought together (21 references). In the second paper, "The Role of Computer Technology in Restructuring Schools," Allan Collins points out that the use of microcomputers as tools for students and teachers entails active learning, and will foster a change in society's beliefs to a more constructivist view of education (46 references). Christopher J. Dede considers three scenarios for future redesigned educational systems based on advanced information

PUB DATE- 24 Sep 90
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Collections; Library Expenditures; Library Planning; Library Services; Library Surveys; Microforms; *Needs Assessment; *Preservation; *Public Libraries; Records Management; *Repair; State Surveys
IDENTIFIERS- Book Binding; *Florida

This final report presents the results of a survey conducted during 1989-90 which investigated the preservation needs of Florida's academic and public libraries. Data were collected via mail questionnaires sent to 516 libraries and a series of follow-up visits to 22 of the 374 libraries (72.5%) which responded to the survey. Information elicited by the questionnaire included: (1) library use of bindery services; (2) procedures and supplies used to repair books and paper; (3) the age and acidity of collections; (4) procedures for treating or replacing brittle materials and preservation microfilming; (5) whether personnel had any preservation training; (6) how libraries are prepared or are preparing for preservation problems; (7) actions that have been taken to conserve collections; and (8) library perceptions about the nature and extent of preservation problems in their collections and areas. Twelve charts identify the organizations sponsoring workshops; kinds of tape used for book repairs; the part of the collection published after 1850; how many libraries had had a preservation survey since 1984; how many had conducted preservation plans and surveys; what the libraries considered to be the most important part of their collections and some of their most serious preservation problems; steps that have been taken to prolong material life; frequency of environmental monitoring; problems that cannot be met by libraries; the libraries' most importance services; and areas that are short of funds. Following an analysis of the results, strategies for creating preservation programs to assist libraries that cannot adequately maintain or preserve their own collections are presented. Appended materials include the survey instrument, cover and follow-up letters; county and library system codes; a list of the libraries that had follow-up site visits; and 77 tables displaying the results of analyses of the data for individual questions. (MAB)

ED 341 401 IR 053 902

Ragsdale, Kate W., Comp.
Library Services for Persons with Disabilities. SPEC Kit 176.
PUB DATE- Aug 91
NOTE- 138p.; For an earlier (1982) SPEC kit on this topic, see ED 217 839.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Accessibility (for Disabled); Access to Information; Disabilities; Higher Education; *Library Equipment; Library Facilities; Library Guides; Library Materials; *Library Services; Library Surveys; Physical Mobility; *Policy; Questionnaires; *Research Libraries

Grants for the English Department: Bridging the Barriers between Full- and Part-Time Faculty" (Peter Sotiriou); (20) "The Amateur in the Classroom: Democracy and the Humanities" (Leo Braudy); (21) "A Double Con Game in the Classroom? A Kinder, Gentler English Teacher" (Carol Wershoven); (22) "Computres in the Classroom: The Wave of the Future" (James R. Musgrave); (23) "Collaboration and Computers: Choreographing the Computer Classroom" (Marjorie Ford); (24) "Dream Houses: Reality and Expectations in the 250 Classroom" (Janet Goldberg); (25) "The Developmental Writing Classroom: Sweathogs" (Dolores LaGuardia); (26) "The English as a Second Language Classroom: The Story, the Students, and their Sentences" (Mike Riherd); (27) "The Blessing and the Plague of Spell-Check: The New Technopropisms" (Helen Heightsman Gordon); (28) "Asking for Artifacts: The Beneits of In-Class Essay Writing and Holistic Scoring" (Lenny Bailey); (29) "Wild Word Soccer: Child's Play for Serious Lear

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ED 341 418   JC 920 074

Slark, Julie; And Others
RSC Validation of Mathematics Placement Tests. Research, Planning, Resource Development Report.
PUB DATE- Dec 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Testing; Grade Prediction; Grades (Scholastic); Mathematics; *Mathematics Achievement; *Mathematics Tests; *Predictive Validity; Student Characteristics; *Student Placement; *Test Validity; Two Year Colleges; Two Year College Students

In an effort to determine the validity of placement tests used at Rancho Santiago College (Santa Ana, California), for placing students into mathematics courses, a study was conducted comparing the course performance of students who met test cut-off scores ("eligible" to take the course) with students who did not meet the cut-off scores ("ineligible"). Students were tested using the California State University/University of California Mathematics Diagnostic Testing Project tests, and comparisons were made of the course success rates for eligible and ineligible students in Elementary Algebra (Math 50), Elementary Algebra Review (Math 60), and Intermediate Algebra (Math 80) in fall 1990 and spring 1991. Successful students were defined as those receiving grades of A, B, or C, or receiving course credit. Study results were as follows: (1) of the 454 students in Math 50, 83% scored above the placement test cut-off score, and 47% were successful in the course; (2) of the students in Math 50, 48% of those scoring above the cut-off scores were successful as compared with 41% of those scoring below the cut-off scores; (3) of the 266 students in Math 60, 94% scored above the cut-off and 61% were successful in the course; (4) of the students in Math 60, 62% of those scoring above the cut-off scores were successful in the course, compared with 47% of those scoring below the cut-off scores; (5) of the students in Math 80, 63% scored above the cut-off score and 63% were also successful in the course; (6) of the students in Math 80, 65% of those scoring above the placement test cut-off scores were successful in the course as compared with 58% of those scoring below the cut-off scores; and (7) correlations of placement test scores with course outcomes revealed the test cut-off scores were appropriate and should statewide evaluation of the Electronics Technologies programs, followed by a section presenting the results of individual community college qualitative evaluations of 22 programs throughout the community college system. The evaluation of the Electronics Technologies programs includes descriptive information on the programs offered at all 17 community colleges in the system, an analysis of trends in enrollments and student characteristics, program performance data, results of evaluations conducted by the colleges, and recommendations regarding program offerings and improvements. For each program, the following information is provided: (1) the name of the college, the program, and the level of award; (2) responses to the board's questions concerning graduate placement and follow-up, program quality, and the causes of the identified problems; (3) actions planned by the college to remedy the problems; and (4) board recommendations. (JMC)

ED 341 437 JC 920 098

Deese, Stephanie; McKay, Sylvester
The Dawning of a New Century: North Carolina Community College System Comprehensive Plan for Administrative Leadership through Diversity Enhancement. A Report to the System President.
PUB DATE- Dec 91
NOTE- 52p.; Prepared with the assistance of the Focus Group on Administrative Leadership Development for Minorities and Women.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affirmative Action; *College Administration; Community Colleges; Cultural Awareness; Educational Trends; Employment Practices; *Equal Opportunities (Jobs); Ethnic Distribution; Faculty Development; Faculty Promotion; *Females; Leadership; *Minority Groups; Program Descriptions; Quotas; *Sex Fairness; Statewide Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

Based on a nationwide survey of existing programs and literature as well as the findings from local focus groups and data collection efforts, this report from the North Carolina Community College System (NCCCS) presents a series of recommendations for the promotion and recruitment of minorities and women for the senior-level administrative staff of the NCCCS. The report includes information data on past efforts to recruit and promote women and minorities on the staff of the NCCCS as well as at individual community colleges; provides current data on the ethnic and gender composition of the student body, faculty, and administration of North Carolina's community colleges; and reviews hiring trends nationwide and in the NCCCS. Among the 26 recommendations presented in the report are the following: (1) each college should incorporate, as part of its Institutional Effectiveness Plan, a leadership statement, hiring goals through the year 2002, timeframes and schedules, and monitoring and evaluation procedures; (2) the State Board for Community Colleges (SBCC) should increase funding for enrollment in the Executive Leadership Management Institute, and encourage college presidents to nominate more minorities and women to the Institute; (3) the SBCC should conduct six regional seminars on "Understanding Cultural Diversity" for all senior-level administrators in the NCCCS;

skills such as those involved in language analysis, vocabulary development, and print knowledge develop in tandem to lead to literacy. (SAK)

ED 341 453 PS 019 861

Copple, Carol
Quality Matters: Improving the Professional Development of the Early Childhood Work Force. Report Based on A Meeting Held at the Carnegie Corporation (New York, New York, November 7-8, 1990).
PUB DATE- Nov 90
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Career Ladders; *Child Caregivers; *Child Care Occupations; Cooperative Planning; *Day Care; Demand Occupations; *Early Childhood Education; Financial Needs; Government Role; Inservice Education; *Professional Development; Staff Development; *Teacher Education; Training; Trend Analysis

Findings from a meeting that brought together 35 U.S. experts on early childhood education are synthesized in this report on high quality early education and child care programs. The report is based on participants' responses to the following issues: (1) the state of knowledge about the effectiveness of preparation and training efforts; (2) the most important issues challenging preparation and training delivery systems; (3) ways to finance new programs; and (4) policy and program development strategies to improve early childhood preparation and training programs that the federal government, the states, and the private sector should pursue. The skyrocketing increase in child care needs nationwide is cited, and it is emphasized that quality is as important as quantity in service delivery. Specific topics addressed in the report include: supply and turnover problems; lack of adequate career ladders and differentiated staffing patterns; lack of professional and financial incentives; lack of demand for trained personnel; approaches to increasing financial incentives; strategies for tailoring training to specific needs; the importance of creating linkages between regulatory systems and of reducing fragmentation among institutions of higher education; and the urgent need for comprehensive and collaborative planning. Appended are a list of participants and the agenda for the meeting; resources for early training programs and curricula; a bibliography; and related materials. Contains 51 references. (LB)

ED 341 454 PS 019 864

Carmine, Joyce
Kindergarten Education and the Reading, Language and Mathematics Achievement of First Graders.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Elementary School Students; Grade 1; *High Risk Students; *Language Skills; *Mathematics Achievement; Preschool Education; Primary Education; *Reading Achievement; Socioeconomic Status; Student Motivation
IDENTIFIERS- Project Head Start

subsidize care, from purchase of service providers to provider agreements and vouchers. Half the states set a statewide rate to set the market price for subsidized care. Although 45 states use the Social Services Block Grant, a variety of other federal sources are also used. A total of 44 states spend more than $1 billion in state general revenues on child care per year. Outreach activities to the business community to promote employer-assisted child care are undertaken by 37 states. In general, evidence suggests that states are expanding and will continue to expand their role in child care. Ten tables provide statistical data. Contains 17 references. (LB)

ED 341 472 PS 020 242

Faber, Melissa M.
Effects of Stimulus Context, Study Time, and Delay on Visual Recognition Memory in Six-Month-Old Infants.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Context Effect; Cues; Encoding (Psychology); *Infants; *Recognition (Psychology); Retention (Psychology); Sensory Experience; *Short Term Memory; *Stimuli

The purpose of this study was to determine whether context facilitated memory and whether this facilitation was still evident after a delay. Infants were expected to recognize pictures significantly longer when they were tested with the same context cues. This context effect was expected to be even after a 5-minute delay. The subjects were 64 six-month-olds whose parents were recruited from newspaper announcements. The testing apparatus allowed the observer to watch corneal reflections of the stimuli. Findings confirmed the belief that contextual cues would influence recognition memory. Contextual cues that were identical during encoding and retrieval facilitated infants' recognition memories. A somewhat unexpected finding was the lack of contextual cue influence after a delay. This finding may indicate that infants of this age cannot recognize an object after a 5-minute delay. But such a state of affairs seems implausible in light of Fagan's earlier research findings. Another explanation for the lack of recognition memory after a delay may be the complexity of the context. Infants may have been overwhelmed with the stimuli. Research with simpler stimuli are planned. Contains 15 references. (LB)

ED 341 473 PS 020 244

Crawford, Lorraine, Ed.
Program of Studies: Elementary Schools.
PUB DATE- 90
NOTE- 254p.; For the French language version, see PS 020 245; for the senior high school program, see PS 020 246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Computer Literacy; *Educational Objectives; *Educational Planning; *Elementary Education; Evaluation Needs; Fine Arts; Foreign Countries; Health Education; Language Arts; Mathematics Education; Music

child, and support for parents in their parenting role. Parents and their children come to a center-based program once a week for 2 hours per session for approximately 25 weeks. At the center there is time for parent-child interaction and time for parents to meet separately with other parents and a parent educator. Children interact with each other and with the early childhood teacher in structured activities and free play. Activity kits, designed to teach cognitive skills to the children and to enhance the parent-child relationship, are available for families to take home. This report contains information on the program's philosophy and objectives, program activities, curriculum materials, activity kits, learning stations, evidence of effectiveness, community awareness, dissemination, budgets, and criteria for adoption elsewhere. (LB)

ED 341 491 PS 020 282

Zucker, Robert A.; And Others
The Development of Cognitive Schemas about Drugs among Preschoolers.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; Michigan State Univ., East Lansing. Social Science Research Bureau.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Jun 91
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; Beliefs; Cognitive Ability; *Drinking; *Drug Use; Expectation; Family Environment; Individual Differences; *Preschool Children; Preschool Education; *Schemata (Cognition); *Socialization

This paper reviews several studies on preschoolers' perceptions of alcohol and drug use. The studies make five main points: (1) the process of socialization to alcohol and drug involvement begins earlier than adolescence, and involves the ability to identify alcohol and drugs by name, class, and smell; (2) the process of socialization involves children's ability to articulate differences between alcohol and drugs, and other substances which only adults use; (3) knowledge of the rule structure about alcohol use already exists during the preschool years; (4) some preschoolers are able to articulate a belief structure about drug effects and describe expectancies about their future use and their like or dislike of drug substances; and (5) individual differences in children's learning about alcohol and drugs are related to differences in cognitive capacity and exposure to alcoholic beverages in children's homes. Children's knowledge of drugs and alcohol is characterized as a cognitive schema about use which (1) involves recognizing a special class of objects having particular smells; (2) is governed by a rule structure, perceived to vary for age and sex; (3) disallows children's use of substances; and (4) allows for incorporation of substance use into children's anticipated future behavior and sense of self as adults. A list of 22 references is provided. (BC)

ED 341 492 PS 020 283

Canadian Families (Les Familles Canadiennes).
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Family Characteristics; *Family Financial Resources; Family Size; Foreign Countries; Older Adults; *One Parent Family; Population Trends; *Social Change; Social Problems; Statistical Data; Trend Analysis
IDENTIFIERS- *Canada

Structural changes that have taken place in Canadian families in recent decades are described in this booklet. Topical sections are as follows: (1) What Counts in Canadian Families (importance of (importance of family); (2) The Family--Variations on a Theme origins, family structure, seniors aged 60 and over, how lives are spent, religion); (3) Families Are Changing in Size and Structure (e.g., marriages and divorces, remarriage, causes of lone parenthood, age at first marriage, age at parenthood, average number of births per woman); (4) How Today's Families Are Making Ends Meet (e.g., family income, one- and two-wage earner families, poor families with children); (5) How Families Care for Each Other (e.g., where the elderly live, seniors needing help, child care need); and (6) Beyond Families: Who's Responsible? (brief answers to questions about handling problems without family support). Each section is illustrated with statistical data in graph form. Among the statistical information presented are the following: 85 percent of all young people aged 15 to 24 intend to have children; 37 percent of Canadians over age 15 have at least one foreign-born parent; the population aged 65 and over is the fastest growing segment; and children living with a lone-parent mother are five times more likely to live in poverty than those living with two parents. A French version of the booklet accompanies the English one. Contains 30 references. (LB)

ED 341 510 PS 020 307

Farquhar, Sarah-Eve; And Others
Experiences of Charter Development in Early Childhood Centres in 1990. Quality in Early Childhood Centres Report One.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand). Research and Statistics Div.
PUB DATE- Apr 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Child Welfare; Day Care Centers; *Educational Quality; Foreign Countries; Government Role; Kindergarten; *Parent Participation; *Preschool Education; *Program Descriptions; Program Development; *Public Policy; Quality Control; Standards
IDENTIFIERS- *New Zealand; Play Centers

Ten New Zealand kindergartens, play centers, and child care centers were studied to assess the consequences of government-mandated charter development. Issues related to the charter document, consultation, effects on centers and participants, government bureaucracy, and the impact of becoming chartered were examined. It was found that there was considerable variation in the ways in which parents were consulted and involved in charter preparation, and there was little consultation at the community level. Charters were perceived to

Indian Education to hear testimony on Native American issues in educator training and employment. Issues and problems related to recruitment of Native Americans into teacher education include raised admission standards, more stringent requirements, culturally or linguistically biased admission tests, the lure of better paying professions, and eligibility requirements for financial aid. An effective Arizona recruitment program targets teacher aides with 2 years of college, while the Alaska state university system has special teacher education programs for Natives in villages and urban areas. Retaining Native students in teacher education is hampered by insufficient financial aid and by racism on campus and in the curriculum. The Mohawk Nation addresses this problem through a cooperative program in which university professors teach courses in the community on weekends. Problems in recruitment of Native teachers include lack of financial resources for on-site hiring procedures and lack of a centralized registry of certified Native teachers. Problems in teacher retention include long commuting distances for non-Native teachers who cannot live on the reservation; lack of retirement programs in Bureau of Indian Affairs schools; and low salaries, poor facilities, and increased responsibilities in tribal schools. Also discussed were issues of inservice training, administrator retention, Title V staff, dropout prevention, and racial bias of non-Native teachers. Recommendations are offered for each problem area. (SV)

ED 341 529 RC 018 543

Health, Wellness, and Substance Abuse Prevention. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 15, 1990).
PUB DATE- 15 Oct 90
NOTE- 9p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Child Health; Educational Strategies; Elementary Secondary Education; Health Education; *Health Promotion; Hearings; Prenatal Influences; Prevention; Primary Sources; *School Community Programs; *Substance Abuse; Tribes
IDENTIFIERS- Prenatal Care; *Suicide Prevention

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on health and substance abuse prevention issues relevant to Native American children. Issues and problems fell into the following areas: (1) general health and wellness, including the need for culturally relevant programs to address issues of substance abuse and health, and Native traditional approaches to counseling; (2) prenatal and infant health, including failure of infants to thrive and fetal alcohol syndrome; (3) substance abuse prevention, including the emotional needs of students from alcohol abusing families and the growing problem of inhalant abuse; and (4) suicide prevention. For each area, recommendations for action are made, and programs and strategies that work are described. Many of these programs are cooperative efforts between schools and tribal communities and involve such strategies as: (1) leadership training for students who then start community understanding were selected from one large urban district and one moderate-sized district in each state. Cluster analysis of survey responses to a six-page questionnaire yielded five clusters of teachers: (1) primary teachers who had students use manipulatives extensively (N=14); (2) teachers, most of whom used "Math Their Way", who had students use manipulatives and discuss problem solving extensively (N=20); (3) modal teachers whose profile reflected a softened version of drill-and-practice teachers (N=353); (4) drill-and-practice teachers (N=10); and (5) teachers in a cluster with three expert teachers, whose profile represented a more moderate version of the manipulative using and problem solving-oriented teachers (N=56). Profiles including demographic information and grade levels taught of each cluster are reported. The sheer numbers of teachers falling into the modal cluster may discourage mathematics education reformers, but if this picture is viewed as a brief picture on a changing scene and reformers focus on the profiles and portraits of teachers in the expert cluster, they can take heart that practice can be changed. (MDH)

ED 341 547 SE 052 352

Baker, Claude D., Comp.; And Others
Experiential Training in Florida and the Florida Keys. A Pretrip Training Manual.
PUB DATE- May 91
NOTE- 82p.; For field trip guidelines, see ED 327 394.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Classification; *Ecology; Environmental Education; Estuaries; *Field Trips; Higher Education; Ichthyology; *Marine Biology; Plant Identification; Plants (Botany); *Resource Materials; Science Activities; Science Education; Secondary Education
IDENTIFIERS- Coral Reefs; Dichotomous Keys; *Florida

This document is a pretrip instruction manual that can be used by secondary school and college teachers who are planning trips to visit the tropical habitats in South Florida. The material is divided into two parts: (1) several fact sheets on the various habitats in South Florida; and (2) a number of species lists for various areas. Factsheets on the classification of marine environments, the zones of the seashore, estuaries, mangroves, seagrass meadows, salt marshes, and coral reefs are included. The species lists included algae, higher plants, sponges, worms, mollusks, bryozoans, arthropods, echinoderms, vertebrates, insects, and other invertebrates. The scientific name, common name, and a brief description are supplied for all species. Activities on the behavior and social life of fish, a dichotomous key for seashells, and a section that lists useful references for Florida field trips are included. (KR)

ED 341 548 SE 052 414

Ellis, James D.
ENLIST Micros: Phase III Models for Establishing ENLIST Micros Teacher Centers.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA,

variety of viewpoints from the background of the historical learning process. Chapter 3, "The Context of the Research," offers a framework of the circumstances and conditions of the research. Chapter 4, "The "Course in Theory and Practice", contains a general outline of the new course. Chapter 5, "Individual Portraits of the Fraction Researchers," draws portions of the individual learning processes of those 13 students who participated throughout the entire research period. Chapter 6, "Internal Evaluation of the Learning Process," illuminates the individual learning processes against the background of the type of instruction given. Chapter 7, "External or Summative Evaluation", contains the research group's results on a "cross-section test" compared to a control group. Chapter 8, "Theoretical Review", is a theoretical reflection that establishes certain links with the more general frameworks of cognitive psychology and educational psychology. (MDH)

ED 341 567 SE 052 613

Power and Energy. Technology Education-Mathematics and Science Interface Project.
PUB DATE- 88
NOTE- 377p.; For related documents, see SE 052 614, ED 234 019 and SE 052 616-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auto Mechanics; Aviation Mechanics; Creative Thinking; Electricity; *Energy; Engines; Industrial Arts; *Integrated Curriculum; Laboratory Experiments; Mathematical Concepts; Mathematics Education; Microcomputers; *Power Technology; Problem Solving; Resource Materials; Science and Society; Science Education; Scientific Concepts; Secondary Education; Solar Energy; Transparencies; Visual Aids; Wind Energy
IDENTIFIERS- Maryland; *Technology Education

The curriculum materials contained in this document were developed through a cooperative effort by educators in the state of Maryland. It was a curriculum project aimed at the meaningful integration of mathematics and science. It is suggested that these materials be used in two significant ways. First, this document can serve as an instructional materials resource collection. An extensive variety of technology topics are covered, with each topic including detailed information sheets identifying the mathematical and scientific principles that could be studied in a technology education activity. Secondly, this document can serve as a materials resource guide. This is accomplished by providing a format and process for the creation of similar classroom instruction materials. Included are the following general topics: (1) anemometers; (2) automotive air conditioning; (3) electrical circuits; (4) engines; (5) computer command control; (6) electromagnets; (7) hydraulics; (8) turbines; (9) incandescent lamps; (10) lasers; (11) microwave ovens; (12) water wheels; (13) solar heating; (14) rocket engines; (15) photovoltaic cells; (16) windmills; (17) transformers; (18) wind tunnels; and (19) wood burning stoves. Each of the specific 62 technology topic entries includes the title, descriptions of the transparencies, science concepts, mathematical concepts, and transparency masters graphically illustrating the topic. A list of additional documents available from the Division of Vocational-Technical Education, Maryland Department of Education is provided. (KR) reforms. Among the important educational developments of this period include a government discussion paper, "Strengthening Australia's Schools," which focused upon the critical role that schools have in the achievement of national objectives. This report is divided into three sections: (1) organization and structure of the Australian Education System; (2) development of education 1986-88; and (3) problems and difficulties. A number of appendices that feature charts and tables of statistical data are included. (DB)

ED 341 586 SO 020 854

Dekker, Henk
Materials for Education about Europe: Research and Theory.
PUB DATE- Apr 89
NOTE- 52p.; Paper presented at the Conference of the Association for Teacher Education in Europe (Palermo, Italy, April 26-30, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Educational Research; *Educational Resources; Elementary Secondary Education; Foreign Countries; Instructional Materials; Political Socialization
IDENTIFIERS- *European Community; *Netherlands

This study, part of a larger research project on political socialization in Europe, examines the role of educational materials in informing individuals in the Netherlands about the political system of the European Community. The report covers five topics: (1) educational materials; (2) educational materials in an ends-means model of formal teaching and learning situations; (3) materials for education about Europe in the Netherlands; (4) suggestions; and (5) summary. A 67-item list of references is provided as are three appendices which include listings of educational materials for primary and secondary schools in such categories as textbooks, teacher manuals, audiovisual aids, games, and computer software. (DB)

ED 341 587 SO 020 947

Holmberg, Carl, Ed.; Wojtowicz, Wit J., Ed.
The Polish School System. Some Social and Historical Aspects.
PUB DATE- Jan 90
NOTE- 140p.
LANGUAGE- English; Polish
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Development; *Educational History; Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Education
IDENTIFIERS- *Poland

A description of the Polish school-system and current educational research at the University of Gdansk (Poland) are included in this document. Articles included focus on two perspectives: (1) the social context in which schooling takes place; and (2) a historical outlook of the Polish system of education. Articles in this volume include: "Basic and Higher Education in Poland" (Wit J. Wojtowicz); "The School System and Youth Welfare in Poland" in Polish (Gerard Lubinski); "Problems and Dilemmas of Early Schooling" (Marian Grochocinski); "Education as a Dialogue without Arbiter" (Joanna Rutkowiak); "Towards an Examination over Workings of Self-management in Special

Art Education Association (April, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Criticism; *Art Education; Art History; *Cognitive Development; *Educational Philosophy; Elementary Secondary Education; *Psychological Needs; Visual Arts
IDENTIFIERS- Discipline Based Art Education

If visual art is to be taught as a substantive part of the public school curriculum, then it's content and structure need to be translated into a curriculum that provides continuous cognitive and psychological growth and development. While discipline based art education (DBAE) acknowledges the values of art production, the content of art should acknowledge other forms of engagement with art that respond to art, to historical and philosophical inquiry, and that pervade students lives such as architecture, pragmatic arts, and contemporary media. The art education profession should arrive at common understandings of purposes and content. An examination of the structure and dynamics of art education reveals that it has three dynamics: content, engagement, and education. Contact is provided by the creation of art (studio, art criticism, art history, and aesthetics). Disciplines refer to the four professional fields of the artist, critic, art historian, and the aesthetican. Dimensions refer to four aspects of engagement with art that are possible for one individual: creating, responding, historical inquiry, and philosophical inquiry. The characteristics of the four dimensions are described followed by indications of the ways that they can enrich and illuminate each other in an individual's engagement with form. Three domains of learning, cognitive (knowing), affectives (values), and psychomotor (skills), are particilarly relevant and useful for considering the kinds of thinking and operating in each of the four dimensions of engagement. More active and independent engagement in learning, as characterized by upper levels of operations (cognitive--synthesis and analysis; affective--characterization and value complex; and psychomotor--naturalizing and articulation) need increased attention. (KM)

ED 341 610   SO 021 767

From Chaos to Order. An Arts Facility Guide.
SPONS. AGENCY- North Carolina Arts Council, Raleigh. Dept. of Cultural Resources.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Administrator Attitudes; Artists; *Arts Centers; Budgeting; *Community Support; Discussion; *Facility Requirements; *Fine Arts; Interviews; Leadership; Theaters
IDENTIFIERS- North Carolina

The experiences and expertise of many individuals and organizations who have successfully implemented an arts facility development program are described. Some recommendations came from interviews with people involved in various phases of arts facility development. Other recommendations came from a retreat held in 1989 where representatives of multi-use arts centers, theaters, and artists' spaces met to identify the key issues that must be scholars presented formal papers and were then given time to discuss their ideas informally. Papers presented included: "The Uses and Abuses of Art History" by Danielle Rice; "African Retentions" by Kimberly Camp; and "Mona Lisa: Planning for Classroom Dialogue in the Arts, Humanities--A Model" by Jacqueline Thomas. The proceedings of the third conference (on the role of the studio in art education) are documented in the final volume. Among the 21 papers in this volume are the following: "Studio Based Scholarship: Make Art To Know Art" by Brent Wilson; "Computer Graphics Overview" by Thomas Porett; and "Art Criticism as a Studio Language" by Peter Traugott. (KM)

ED 341 632 SO 021 934

Heil, Lillian H.
Teaching Visual Literacy.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Activities; Art Appreciation; *Art Criticism; *Art Education; Childrens Art; Grade 5; *Illustrations; Intermediate Grades; *Picture Books; *Statistical Analysis; Visual Arts

Until recently, little scholarly attention has been paid to the art found in children's books. This study describes a project with a fifth grade class in an effort to increase their ability to critique book illustrations. Ten slides from picture books were shown to one experimental and one control group. Students were asked to critique the illustrations by answering two questions: (1) what is the artist trying to communicate? and (2) how well did she/he succeed? One week later both groups had a debriefing session where the writer/teacher showed the slides again and rated them good or bad, giving reasons for her/his decisions. The experimental group had eight more sessions during the year. Analysis of results focused on four items: (1) children's attitudes towards the rating and debriefing sessions; (2) the experimental group's response to the eight sessions on art in picture books; (3) patterns of disagreement with expert opinion; and (4) comparison of experimental and control group's reasons for rating. By the end of the project, children were begging to give logical reasons for their ratings, with the treatment group doing so at a higher rate than the control group. Neither group, however, seemed to grasp the importance of connecting the details of the artist's skill in creating the picture with what he/she was trying to communicate. Girls seemed to like "cutesy" art better than boys and all seemed to view anything different as unrealistic, weird, or not understandable. The limiting effects of a constant environment of artistic sameness in the schools is considered. (KM)

ED 341 633 SO 021 936

Smith, Peter
The Case against Multiculturalism, or What about Cultural Relativism?
PUB DATE- 91
NOTE- 8p.; Paper presented at the United States Society for

DESCRIPTORS- Beginning Teachers; Comparative Analysis; Elementary Secondary Education; Followup Studies; Higher Education; *Job Satisfaction; *Self Evaluation (Individuals); *Teacher Characteristics; Teacher Education Programs; *Teacher Persistence; Teaching (Occupation); Teaching Experience
IDENTIFIERS- Iowa State University

The broad area of teacher satisfaction is an important component in career decisions about teaching. Some sources of satisfaction are the joy of helping students learn, the sense of efficacy, positive relationships with colleagues, satisfactory working conditions, the leadership style of principals, and the prestige and esteem associated with teaching. The study described here examined such factors in relationship to teachers' work histories during the first 5 years after graduation from a teacher education program. Data for the study were taken from the fifth-year follow-up of a 10-year longitudinal study of teacher education graduates being conducted by the College of Education at Iowa State University. Subjects consisted of teacher education graduates (N=497) who had taught at some time during the 5 years since graduation. The sample was divided into two groups: continuous teachers (N=293) and noncontinuous teachers (N=204). Comparisons were made on such characteristics as academics and demographics, occupational characteristics, career orientation, job selection factors, performance, job satisfaction, and an evaluation of the teacher education program (five tables display these data). Results suggest that job satisfaction and a positive self-evaluation of teaching performance are pivotal factors that separate the continuous teachers from the noncontinuous teachers. (Two tables display the satisfaction and performance data.) (LL)

ED 341 653 SP 033 536

Warren, Richard D.
A Longitudinal Examination of Teaching Potential, Career Paths, and Teacher Retention of Teacher Education Graduates. Overview.
PUB DATE- Oct 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; College Graduates; Elementary Secondary Education; Followup Studies; Higher Education; Job Satisfaction; Labor Turnover; *Program Effectiveness; *Program Evaluation; *Program Improvement; Teacher Characteristics; *Teacher Education Programs; *Teacher Employment; Teacher Persistence; Teaching (Occupation)
IDENTIFIERS- *Career Paths; *Iowa State University

A follow-up study of teacher education graduates was carried out for the purpose of evaluating, improving, and modifying programs for the preparation of educational personnel. An extension of a longitudinal study being conducted at Iowa State University, this component addresses the following basic concerns: (1) the quality of the program; (2) the effectiveness of the program in providing the basic learning experiences that lead to successful job performance; (3) the sensitivity of the program to supply and demand factors; (4) factors influencing current employment situations; and (5) the importance and adequacy of the content of teacher preparation programs. Other information includes graduates' employment history, personal

Hinton, Samuel; Stockburger, Muriel
Personality Trait and Professional Choice among Preservice Teachers in Eastern Kentucky.
PUB DATE- Nov 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Career Choice; College Students; Elementary Education; *Extraversion Introversion; Higher Education; *Personality Measures; *Personality Traits; Predictive Validity; Predictor Variables; Preservice Teacher Education; *Teacher Characteristics; Teaching (Occupation)
IDENTIFIERS- Eastern Kentucky University; *Myers Briggs Type Indicator

A preliminary study was conducted to examine indicators which tend to reflect relationships between personality traits and professional choice among elementary education students enrolled in the teacher education program in Eastern Kentucky University. Education students in elementary education (N=122) completed the Myers Briggs Type Indicator. From this population, a random sample of 34 subjects was drawn. Correlations were made with respect to personality traits, gender, grade point average, and year in college and significant correlations were sought among the variables. Results of the study indicate that more extroverts were found in the elementary education students entering student teaching and that students with the highest grade point averages were introverts. Follow-up studies will compare success by personality type, gender, and grade point average. (LL)

ED 341 673 SP 033 563

Hipps, Elizabeth Smith; Halpin, Glennelle
Job Stress, Stress Related to Performance-Based Accreditation, Locus of Control, Age, and Gender As Related to Job Satisfaction and Burnout in Teachers and Principals.
PUB DATE- Nov 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Burnout; *Correlation; Elementary Secondary Education; *Job Satisfaction; Locus of Control; Negative Attitudes; Principals; Public School Teachers; Rating Scales; State Standards; Stress Management; *Stress Variables; *Teacher Certification; Teaching (Occupation)
IDENTIFIERS- *Performance Based Certification

The purpose of the study described here was to: (1) determine the amount of variance in burnout and job satisfaction in public school teachers and principals which could be accounted for by stress related to the state's performance-based accreditation standards; (2) examine the relationship between stress related to state standards and the age and gender of the educators; and (3) develop measures of educator job stress common to both teachers and principals and stress related to the state performance-based accreditation standards. Surveys were sent to teachers (N=445) and principals (N=128). Responses were received from 219 teachers and 58 principals. A cross-validation study of nonrespondents yielded usable responses collaboration and successes in creating multiple literacies are described in the paper. Preliminary changes in students' school and personal success are also indicated. (Author)

ED 341 692 SP 033 621

Australia's Teachers. An Agenda for the Next Decade.
PUB DATE- 90
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Educational Change; Educational Environment; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Incentives; Inservice Teacher Education; Preservice Teacher Education; *Teacher Characteristics; *Teacher Effectiveness; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- *Australia

This publication links the factors affecting the quality of the individual teacher to the broader set of conditions most likely to promote and sustain the quality of teaching generally. Chapter 1 provides a brief survey of some of the main currents in educational policy and practice of the past 25 years, including the cost of education and the way in which funds are used, the extent and nature of public criticisms of education, teachers' morale; and changes in teachers' work. Chapter 2 outlines some characteristics of the teaching work force as it was in 1989. Chapter 3 examines teachers' work, particularly the definition and structure of teachers' work, the physical conditions and human environment of schools, and relations with parents. Chapter 4 is concerned with formal means of supporting teachers' professional growth, including preservice education, induction, internship, inservice education and training, and appraisal. Chapter 5 discusses issues related to teachers' careers. Chapter 6 reviews issues related to public confidence in schooling. Chapter 7 briefly outlines issues related to change and improvement. Three appendixes provide: the initial issues paper; the list of respondents; and selected material from the National Conference on Development, Planning and Review--April 1990. (IAH)

ED 341 693 TM 017 323

Public Law 102-62 of the 102nd Congress Relating to the Education Council Act of 1991.
PUB DATE- 91
NOTE- 31p.; For a related document, see ED 336 423.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Citizenship Education; Civics; Educational Assessment; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Programs; Grade 4; Grade 8; Grade 12; *National Programs; School Schedules; Teacher Education; Testing Programs; Time Factors (Learning); Writing Instruction
IDENTIFIERS- *Education Council Act 1991; *Standard Setting

Three documents related to the passage of Public Law 102-62 are presented. The first document is the House of Representatives Report 102-104, a report of the Committee on Education and Labor regarding the establishment of a National Council on Education Standards and Testing. The Council would be possibilities, which was reduced to three: (1) the Wonderlic Personnel Test, a test of general cognitive ability; (2) the Officer Selection Battery, also a test of cognitive ability; and (3) the Army Background Form, an inventory of employee characteristics. Site visits and pilot tests refined survey administration. For fiscal years 1980 through 1988, 4,728 completed surveys were returned, representing a 62% overall participation rate. This sample was representative, and forms a basis for evaluating civilian interns. One table and 13 figures illustrate the development process, and a 6-item list of references is included. (SLD)

ED 341 712 TM 017 895

Robinson, Christopher S.; And Others
Exploring the Technical Adequacy of the Family Interaction Inventory.
PUB DATE- Feb 92
NOTE- 36p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ethnicity; Family Characteristics; Family Relationship; Females; Higher Education; Interpersonal Competence; Males; *Measures (Individuals); *Scores; *Self Evaluation (Individuals); Sex Differences; *Test Construction; Test Reliability; Theory Practice Relationship; *Undergraduate Students
IDENTIFIERS- *Family Interaction Inventory; Self Report Measures; Test Retest Reliability

There are no available measures that assess family interaction from a comprehensive theoretical perspective. This study reports analyses of the measurement integrity of scores from a measure developed to offer a comprehensive assessment. The preliminary version of the Family Interaction Inventory (FII) is a 24-scale instrument with 5 items per scale, resulting in a 120-item inventory that is intended to assess global dynamics of family interaction. A 10-item version of the short form of the Marlowe-Crowne Social Desirability Scale was embedded in the 120 items to assess the effects of social desirability on the FII. Subjects were 664 college undergraduates, of whom about half were male. A subgroup of 76 students took the FII twice to study test-retest reliability. Results indicate that the measure has promise, and tends to yield reliable scores. Further analyses and studies must be conducted to determine the norms based on the respondents' demographics. The test does not appear to be very sensitive to differences in gender and ethnicity. Seven tables present study data, and a 21-item list of references is included. Appendix A contains the FII. (SLD)

ED 341 713 TM 017 898

Cesare, Steven J.; And Others
A Predictive Validation Study of the Methods Used To Select Eligibility Technicians.
PUB DATE- Jun 91
NOTE- 48p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Council (15th, Chicago, IL, June 23-27, 1991).
LANGUAGE- English

Southwest Educational Research Association (Houston, TX, January-February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; College Mathematics; Comparative Analysis; *Correlation; Heuristics; Higher Education; Instructional Effectiveness; Methods Courses; *Multivariate Analysis; *Statistics; *Teaching Methods
IDENTIFIERS- Linear Models; *Parametric Analysis

It is argued that, given the importance and the increased use of multivariate techniques such as factor analysis and canonical correlation, students need to be made aware of multivariate methods and the appropriate ways in which they can be applied. As a general linear model that subsumes all other parametric measures, canonical correlation analysis provides a natural framework for instruction involving all of the various parametric procedures (e.g., analysis of variance and analysis of covariance). Furthermore, when canonical correlation analysis is used as an instructional tool, students gain an understanding of how all parametric procedures are special cases of canonical correlation analysis, that all parametric procedures involve the application of weights to derive synthetic scores, and that all parametric procedures are correlational, thus yielding a measure of effect that is important to the interpretation of one's results. A small heuristic data set (18 examples) is used to demonstrate how canonical correlation analysis can be used as an instructional device in teaching both univariate and multivariate parametric methods. Fourteen tables present data from the example and illustrate the discussion through comparison of analytic techniques. A 30-item list of references and 1 appendix are included. (Author/SLD)

ED 341 731   TM 017 926

Casey, Terry
Validity of the Multidimensional Health Locus of Control Scales in a Health Promotion Program: An Investigation of Factor Structure.
PUB DATE- Feb 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January-February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; College Faculty; *Construct Validity; *Factor Structure; Health Programs; *Health Promotion; Higher Education; Individual Power; *Locus of Control; Program Evaluation; *Rating Scales; Scores
IDENTIFIERS- *Multidimensional Health Locus of Control Scales; Variance (Statistical)

The Multidimensional Health Locus of Control (MHLC) scales have been used both to evaluate program effects and to assign subjects to treatment modalities. This study explored the construct validity of scores from the MHLC scales when the measure is used with adults who solicit intervention to promote their own health. The MHLC measures health locus of control along multiple dimensions (powerful others, chance, and internal). Subjects were 692 adult faculty or staff members and the bills offered in America 2000 and by Senator E. Kennedy are contrasted. (SLD)

ED 341 748 UD 028 508

Clark, Terry A.
Collaboration To Build Competence. The Urban Superintendents' Perspective.
PUB DATE- Dec 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Role; *Community Cooperation; *Competence; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Institutional Role; Participative Decision Making; School Business Relationship; School Community Relationship; *Superintendents; *Urban Schools
IDENTIFIERS- *Partnerships in Education

The Collaborative Efforts Action Group of the Urban Superintendents' Network moved from an examination of the roles of schools, businesses, and community agencies in improving the quality of education in America to promoting the creation of comprehensive collaboratives that can strengthen family and community life. This report shares what superintendents have learned about collaboration. Strategies for developing the united front necessary for viable comprehensive collaborations are described in the following sections: (1) Introduction: The Spirit of Collaboration; (2) Building on Partnerships; (3) Key Collaborative Players; (4) Characteristics of Successful Collaboratives; (5) Measuring Success; and (6) Shaping Collaboratives for the Future. The superintendents urge colleagues in the nation's cities to explore the possibilities, broaden their perspectives, and lower bureaucratic barriers that inhibit children from reaching their full competence. Included are a 53-item list of references and a 37-item list of selected school-community partnerships in 24 cities. (SLD)

ED 341 749 UD 028 510

Freedman, Marc
The Kindness of Strangers: Reflections on the Mentoring Movement.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Programs; *Disadvantaged Youth; *Economically Disadvantaged; Interpersonal Relationship; *Mentors; Role Models; Social Action; Social Change; Social History; Sociocultural Patterns; *Urban Youth; *Youth Programs
IDENTIFIERS- *Social Movements; Voluntarism

This essay discusses the roots, current shapes, and social and operational implications of mentoring young people in poverty. After an introductory first section on mentoring and the new voluntarism, Section II, "Recurring Fervor," notes recent increased interest in mentoring and traces the early manifestations of mentoring to 19th Century "friendly visiting" campaigns. Section III, "From Mythology to Policy," describes

Market; Labor Needs; Labor Supply; Library Education; Nursing Education; Policy Formation; Population Trends; Retirement; Science Education; Teacher Education; Vocational Education
IDENTIFIERS- *Clemson University SC

Through a faculty retirement survey and a review of the literature, Clemson University, South Carolina, studied the future labor market for college faculty. The survey was administered to 1,250 faculty at the university in Fall, 1991. Fifty-six responded with data indicating that the College of Sciences, and the College of Agricultural Sciences will be most affected by retirement in the coming decade. Engineering has fewer prospective retirees, and Architecture, Nursing, and Commerce and Industry are least threatened by faculty retirement in the next decade. An examination of overall market conditions found that the baby boom will continue to exert an important influence on the labor market, and that the size of the pool of students in the coming decade is unclear. A look at broad trends in specific disciplines and groups of disciplines nationally and at Clemson found that departments in Agriculture and Natural Resources are encountering an aging faculty and diminishing enrollments; that the faculty in business disciplines are relatively young; that the patterns of retirements and replacement pools in education follow general trends in other disciplines; that a shortage of engineering faculty continues; that Forestry and Parks, Recreation and Tourism Management enjoy strong enrollments; that a long oversupply and underemployment in liberal arts is coming to an end; that nursing is experiencing increases in enrollment; and that the sciences face falling enrollments. Included are 3 graphs and 23 notes. (JB)

ED 341 309   HE 025 201

Tucker, Robert W.
Achieving Academic Quality through Process Management.
PUB DATE- 1 Nov 91
NOTE- 16p.; Paper presented to the Annual Meeting of the American Evaluation Association (Chicago, IL, November 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Outcomes Assessment; Educational Administration; *Educational Assessment; Educational Change; *Educational Quality; *Higher Education; Institutional Evaluation; Instructional Improvement; Student Evaluation of Teacher Performance; Teacher Evaluation; *Teacher Student Relationship

The assessment movement within higher education will not meet its broadest objectives unless it pays more attention to educational processes through process management. Process management holds that quality suffers when those who produce the goods or services are not directly accountable to the stakeholders in the production enterprise. Within higher education the producers are faculty and administrators and the consumers are students. Though colleges and universities must do a better job of managing educational processes, the barriers to process management are formidable as the current privileged class of faculty and administrators has little or no accountability to the needs of the host society. Key elements of academic process management are comprehensive posttest examinations, alumni impact studies, exit interviews, area examinations, and employer impact studies. Other measures

Financial Report of Ontario Universities 1990-91, Volume II: Affiliated and Federated Colleges and Universities.
PUB DATE- Dec 91
NOTE- 273p.; For volumes 1 and 3, see HE 025 222 and HE 025 224.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Affiliated Schools; *Church Related Colleges; Data Analysis; Data Collection; Educational Finance; Expenditures; Foreign Countries; Grants; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; *School Funds; State Government; Tables (Data)
IDENTIFIERS- *Ontario

This report provides financial information on 22 universities' church-related, federated, or affiliated colleges, universities or seminaries who receive grants from the provincial government of Ontario, Canada. Data tables focus on tables are in the following categories: (1) Combined Revenue and Expense and Changes in Fund Balances; (2) Revenue and Additions by Source and Type of Fund; (3) Expenses (All Expendable Funds) by Object and Type of Fund; (4) Actual Operating Expenses by Object and Functional Area; and (5) General Funds Changes in Appropriated Fund Balances. Other tables present percentage analyses of the revenues and expenses that are reported by both fund type, object of expense, and functional area for 1986-87 to 1990-91. Finally, financial data for each individual school is provided. These are: Huntington University, University of Sudbury, Thorneloe University, McMaster Divinity College, Universite Saint Paul, Queen's Theological College, Knox College, Regis College, St. Augustine's Seminary, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's United College, Brescia College, Huron College, King's College & St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominican College. Statistical tables comprise the entire document. (GLR)

ED 341 328   HE 025 224

Financial Report of Ontario Universities 1990-91, Volume III: Physical Plant Operating Expenses.
PUB DATE- Dec 91
NOTE- 55p.; For volumes 1 and 2, see HE 025 222-223.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Data Analysis; Data Collection; Educational Equipment; *Educational Facilities; *Expenditures; Foreign Countries; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; State Government; Tables (Data); *Universities
IDENTIFIERS- *Ontario

This report provides an analysis of the physical plant costs, by major functional area and object of expense, as reported in the operating fund of each university in Ontario, Canada. The report begins with a brief introduction; a description of the principles governing the reporting process; and definitions and explanatory comment on the physical plant administration, building maintenance, custodial services, utilities, landscape and grounds maintenance, and security and traffic. Definitions

A study was done to examine student opinion of the campus advising services at the University of California Davis campus in Spring 1990 as a follow up to a similar study conducted in 1987. The study used the Student Opinion Survey and mailed it to a stratified random sample of 1,649 students. Of the surveys sent, 57.7 percent were returned. The following findings were reported: (1) Davis undergraduates were significantly more satisfied with pre-enrollment information, catalogs and admissions publications, and orientation programs than national counterparts; (2) students were satisfied with career planning services at levels significantly lower than 1987 levels; (3) students were more satisfied with academic advising than their national counterparts; (4) about 80 percent of students reported having used some academic advising service; (5) fewer freshmen had used either academic advising or faculty advising; (6) mean satisfaction ratings for sources of academic advice ranged moderately between peer advisors, faculty advisors and staff advisors; (7) students in the College of Agricultural and Environmental Sciences rated that division higher than students in the other colleges rated their divisions; (8) when rating recent experiences with their primary academic advisors, undergraduates were exceptionally positive; (9) 16 percent of students rated the advising system as inadequate for their needs. Included are eight tables. (Author/JB)

ED 341 347 HE 025 243

Low, Jane M.
Background and Academic Characteristics of Freshmen Entering UC Davis: A Consideration of their Relation to Educational Outcomes. Research Synopsis: Student Affairs Research and Information No. 36.
PUB DATE- Jun 90
NOTE- 9p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Asian Americans; Black Students; *College Freshmen; *College Preparation; *Ethnic Groups; Filipino Americans; Graduation; Higher Education; Hispanic Americans; Longitudinal Studies; School Holding Power; *Socioeconomic Background; Student Attrition; *Student Characteristics; Whites
IDENTIFIERS- *University of California Davis

This study examined the possible influence of socioeconomic background and academic preparation of freshmen entering University of California Davis in Fall 1988 on persistence to graduation. Most academic data for the study came from a longitudinal database of undergraduates enrolled at Davis. Socioeconomic background data came from a freshman survey conducted prior to arrival on campus. The results revealed distinct patterns among racial or ethnic groups entering Davis: (1) Asian freshmen enter the most academically well-prepared group and usually from relatively modest socioeconomic backgrounds and graduate at the highest rate (76 percent); (2) white freshmen come academically well-prepared and from the most favorable socioeconomic background (73 percent graduate); (3) Filipino freshmen generally come from moderately affluent, well-educated backgrounds, are fairly well-prepared for University study (62 percent graduate); (4) Chicano freshmen come from the least affluent and lowest levels of formal education (57 percent graduate); (5) Black freshmen enter the least well prepared and are from families at the low end of the socioeconomic spectrum, (41 percent graduate). Overall, the correcting punctuation, when writing on the computer, as opposed to macrostructural changes such as block movements of text. Data further indicate that students continuously revised and edited their work at all stages of the writing process, with most of the revision done in the initial drafting session, making the traditional distinction between draft and final versions of a piece less meaningful. It is concluded that better quality writing is produced on computers than using paper and pencil alone. (50 references) (DB)

ED 341 366 IR 015 361

Wideman, Herbert H.; Owston, Ronald D.
Expert System Development in the Classroom: Processes and Outcomes. Technical Report 91-1.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Analysis of Covariance; *Cognitive Processes; Comparative Analysis; Computer Assisted Instruction; Computer Software; *Expert Systems; Foreign Countries; Grade 8; *Intermode Differences; Junior High Schools; Microcomputers; *Problem Solving; Weather
IDENTIFIERS- Ontario

This study examined cognitive processes and outcomes associated with student knowledge base development. Sixty-nine students from two grade 8 classes were randomly assigned to one of three groups: a knowledge base development (KBD) group, a problem-solving software group, and a control group. Those in the KBD group received relevant instruction and then worked in small teams to develop very simple expert systems for weather prediction for about 20 hours. Students in the software group engaged in problem-solving activities using The Factory and Super Factory; control groups students completed weather instrument projects. Multivariate ANCOVA results for several measures of cognitive skill gain and transfer found no differences between groups. But for those students who scored higher than the grand median on a standardized pretest of abstract reasoning there were significant main effects favoring the KBD group on a formal reasoning test and a transfer task. Based on both the quantitative and the observational data, it was concluded that expert system creation can be a viable means of promoting cognitive development for more advanced students. A tree diagram for a sports knowledge base (KB), a copy of the weather project assignment for developing an expert system, and a student knowledge base chart are appended. (43 references) (Author/DB)

ED 341 367 IR 015 365

Dalton, David W., Ed.; And Others
Connections and Collaborations: Technology and People for the 1990s. Proceedings of the Association for the Development of Computer-Based Instructional Systems International Conference (33rd, St. Louis, Missouri, November 11-14, 1991).
PUB DATE- Nov 91
NOTE- 445p.; For the proceedings of the 1989 conference, see ED 325 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.

technology in the third paper, "Imaging Technology's Role in Restructuring Learning" (19 references and 3 appendices). In the fourth paper, "Restructuring and Technology: Partners in Change," Jane L. David argues that school restructuring and technology implementation require support and encouragement, plus the freedom, knowledge, and time to change (13 references). In the final paper, "How Structural Change Can Speed the Introduction of Technology," Ted Kolderie suggests that uses of technology and structure must change at both the school and school district levels to bring about urgently needed improvements in U.S. schools (13 references). (DB)

ED 341 384 IR 015 386

Kahn, Harry
Teachers' Resource Centres.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; Educational Resources; Elementary School Teachers; Foreign Countries; Guidelines; Inservice Teacher Education; Postsecondary Education; *Professional Development; Secondary School Teachers; *Teacher Centers; Teacher Effectiveness; Teacher Workshops
IDENTIFIERS- British Commonwealth

This report provides advice to those setting up or developing resource centers for teachers in widely differing social, economic and educational conditions, and is offered to teachers, administrators, and organizers of teachers' centers to assist them in their efforts to improve the quality of teaching in schools throughout the British Commonwealth. The report is divided into three sections: (1) the philosophy of teachers' resource centers; (2) the possible functions of a teachers' resource center, including ideas about professional development, support services for teachers, the acquisition, production, and distribution of teaching resources, social and recreational services for teachers, and a center for community involvement in education; and (3) management issues involved in the organization and administration of teachers' resource centers including objectives, location, accommodation, center management, program, staff, equipment, finance, day-to-day running of the center, and networking. (DB)

ED 341 385 IR 015 387

Watson, Jim
Teaching Thinking Skills with Databases: Macintosh Microsoft Works Version.
PUB DATE- 91
NOTE- 210p.; The disk containing 16 Microsoft Works files and the set of worksheets and transparency masters that accompany this guide are not included in the ERIC database.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

IDENTIFIERS- Americans with Disabilities Act 1990

This Systems and Procedures Exchange Center (SPEC) Kit presents the results of a survey on issues and concerns associated with planning for library services for persons with disabilities. The survey was sent to 119 U.S. and Canadian Association of Research Libraries (ARL) and returned by 74. The report is based on the responses of libraries which reported that they provide various levels of library services and/or adaptive equipment for library users with disabilities. A summary of the survey results presents general information about disabled student enrollment and identifies methods of management and training of library staff to meet the needs of disabled patrons, describes the kinds of space allocated for specialized library services, and provides examples of typical library services and adaptive equipment. The major part of the kit is devoted to examples of planning documents, service policies, staff training manuals, position descriptions, building evacuation procedures, library brochures and handouts, floor plans and equipment, procedures for use of study areas, and campus guides submitted by 24 of the survey respondents: the Universities of California-Davis, California-Riverside, Cincinnati, and Florida; Georgetown University; University of Hawaii; Iowa State and Johns Hopkins Universities; University of Kansas; Kent State University; the Universities of Manitoba, Maryland, Missouri, and New Mexico; Ohio State University; University of Pennsylvania; Purdue University; Queen's University; the Universities of Texas, Tennessee, Virginia, Washington, and Waterloo; and York University. A copy of the survey instrument with a tally of the responses and 15 selected readings are included. (MAB)

ED 341 402 IR 053 904

Trinkaus-Randall, Gregor
Preliminary Analysis of the Massachusetts Preservation Needs Assessment Survey.
PUB DATE- Nov 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Archives; Emergency Programs; Humidity; *Library Collections; Library Facilities; Library Surveys; Microforms; Museums; *Needs Assessment; *Preservation; Public Libraries; Questionnaires; Repair; Special Libraries; State Surveys
IDENTIFIERS- *Massachusetts

As a result of a lack of information about the preservation of library and archives materials in Massachusetts libraries and records repositories, a survey was conducted to determine the preservation needs of public, academic and special libraries (including museums), manuscript repositories, historical societies and town clerks' offices. The questionnaire was mailed in January 1990 to 1,102 institutions, of which 958 returned completed surveys (87%). This report presents a description of the survey instrument and provides an analysis of the survey results in eight categories of information: (1) facility information; (2) environmental controls; (3) fire protection; (4) preservation issues; (5) library binding (non-rare books); (6) special collections/local history collections/archives; (7) disaster preparedness; and (8) institutional data. Concluding the report are eight tables that display the survey data by type of library. (MAB) not be modified. Detailed data tables are included. (PAA)

ED 341 419 JC 920 075

Slark, Julie; Nguyen, Huong
Preliminary RSCCD Population Trends from the 1990 Census. Research, Planning, Resource Development Report.
PUB DATE- Sep 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; College Planning; Community Colleges; Enrollment; Enrollment Influences; Enrollment Projections; *Enrollment Trends; *Population Growth; *Population Trends; Residential Patterns; School Demography; Student Characteristics; Trend Analysis; Two Year Colleges
IDENTIFIERS- Rancho Santiago Community College District CA

Drawing from 1990 U.S. Censes data, a study was conducted of population trends in the Rancho Santiago Community College (California) District (RSCCD). Study findings included the following: (1) the population of the RSCCD increased by 32% from 1980 to 1990, larger than the statewide increase of 26%; (2) the 1990 RSCCD population was 482,224 and is projected to be 578,700 by the year 2000; (3) the city of Santa Ana comprises 61% of the population of the RSCCD; (4) 72% of the district population is over 18 years of age, compared with 74% for the state of California, making the district's population younger than that of the state's; (5) 1980 to 1990 enrollment trends of the RSCCD parallel those of community colleges statewide; (6) Hispanics comprised 48% of the RSCCD in 1990, up from 15% in 1970, and projected to reach 61% in the year 2000, while Hispanic community college enrollment statewide grew from 15% in 1970 to 26% in 1990; (7) the population of Santa Ana is 65% Hispanic, while Orange and Garden Grove are predominantly White; (8) Garden Grove has the largest percentage of Asians in the RSCCD (20%); (9) the Hispanic population within the RSCCD has grown by 107% from 1980 to 1990, while the White population has declined by 11%; (10) the percentage of college "eligibles" (individuals over the age of 18) is growing for all areas of the state examined, indicating an aging population; and (11) in comparison with their representation in the district population, Hispanics are underrepresented in Rancho Santiago College's fall 1990 enrollment (22%) and in the faculty (6%). Detailed data tables, charts, and bar graphs are included. (PAA)

ED 341 420 JC 920 076

Russell, Suzi; And Others
RSCCD Population and Participation, 1990 Census.
PUB DATE- Jan 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Community Colleges; Comparative Analysis; *Demography; *Enrollment; *Enrollment Rate; Ethnic Distribution; Ethnic Groups; *Minority Groups; *Student Characteristics; Student Participation; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- Rancho Santiago College CA; Rancho Santiago Community College District CA

(4) the SBCC should implement effective applicant pool strategies as administered in other states; revamp systemwide hiring goals; and provide incentive grants to colleges that meet or exceed their hiring goals; and (5) the SBCC should appoint an oversight committee and solicit annual reports regarding activities for implementing the recommendations. (PAA)

ED 341 438 JC 920 099

College of DuPage Institutional Plan for Computing, FY93-FY95. Executive Summary.
PUB DATE- 7 Feb 92
NOTE- 308p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; *Computer Assisted Instruction; Computer Networks; Computer Peripherals; *Computer System Design; *Computer Uses in Education; Educational Objectives; Educational Technology; *Long Range Planning; Program Proposals; Technological Advancement; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

The College of DuPage's 5-year plan for meeting its academic, administrative, and central computing needs is presented. An executive summary reviews the planning process and highlights recommendations and financial considerations. As the first section of the report, the introduction presents the college's demographics, mission and vision statements, and the 5-year institutional goals of the college. A section on the planning process discusses the use of surveys and suggestions from general and ad hoc committees to develop a plan that would be meaningful to the college as a whole. Next, the current computer environment is assessed in terms of governance, computer support, and computer systems and facilities. The section on academic computing describes computer usage in all the major instructional areas of the college as it was identified in the surveys. Administrative computing is assessed in terms of the information processing services that provide the college with the data necessary to make decisions and carry out day-to-day operations. The section on central computing evaluates systems software and hardware, communications, and networking. For each computing area, the report presents appropriate action plans and financial recommendations in terms of hardware, software, and support needs. Finally, all recommendations for academic, administrative, and central computing are summarized, and special financial considerations are highlighted. Appendixes contain computer hardware and software configurations, program proposals, and the survey instruments. (JMC)

ED 341 439 JC 920 100

Farmer, Michael H.
Assessing the Preparedness and Achievement of Greenville Technical College Students Enrolled in a First Year Physical Science Course: A Preliminary Report.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Preparation;

This study examined the effect of prekindergarten attendance on first graders' academic achievement. A literature review reported the results of other studies on the effects of early educational experiences, such as Head Start, on at-risk students' elementary school achievement. In general, these studies indicated that early educational intervention increased cognitive gains in the primary grades, but these gains were not sustained in the upper grades; that motivational and attitudinal gains from early intervention were sustained through later formal schooling; and that students from poverty areas demonstrated greater gains than did middle class children. In the present study, the Comprehensive Test of Basic Skills was administered in April of the school year to 53 first-grade students of predominantly middle to low socioeconomic class. Of these students, 10 had attended a developmental prekindergarten; the rest had not. Results indicated that there was no difference in the reading, language, and mathematics achievement between the two groups. A list of 11 references is included. (BC)

ED 341 455 PS 019 895

Biemiller, Andrew; Meichenbaum, Donald
Task-Related Discourses as an Indicator of Elementary "Expertise."
SPONS. AGENCY- Laidlaw Foundation, Peoria, Ill.
PUB DATE- Apr 91
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialogs (Language); Elementary Education; *Elementary School Students; Locus of Control; *Metacognition; Sentences; *Verbal Communication
IDENTIFIERS- Affective Response; *Expertise; *Self Direction; Task Characteristics; Task Planning

This study examined children's dialogue about tasks in grades 1 through 6. Sentences produced by 14 children who were rated as having high or low self-direction by their teachers were observed and coded for dialogue features, task features, and emotional tone. Dialogue features included: (1) initiation, which was spontaneous or elicited; (2) mode, which was declarative or interrogative; (3) direction, which was to self or other; (4) task ownership, which was the child's or someone else's; and (5) knowledge content, which was current or elaborative. Task features included which function or object of the task was discussed. Results indicated that children with high self-direction had higher rates of statements, but not of questions, per hour than did children with low self-direction. This was especially true of spontaneous statements. Children with high self-direction used more sentences that involved the task function of planning than did children with low self-direction. Results are interpreted to mean that there is a greater self-level of expertise among children with high self-direction than among those with low self-direction. A list of 29 references is provided. (Author/BC)

ED 341 456 PS 019 916

Hagekull, Berit
The Search for Meaning in Factor Analytically Derived Dimensions.
PUB DATE- Apr 91

Education; Physical Education; *Program Content; Science
Education; Second Language Learning; Social Studies
IDENTIFIERS- Alberta; Canada

This document describes the expectations for student learning in Alberta, Canada, through the levels of elementary education. The content of the program of studies described focuses on what students are expected to know and be able to do across all the subject areas of early childhood and elementary education. Although the material is organized by subject and by grade levels, integration across content areas and awareness of individual differences within groups are encouraged. Each subject area is discussed in terms of program rationale and philosophy, and general and specific expectations of learners. The discussion of expectations for each subject area concerns topics, objectives, grade level, and basic learning resources. Subject areas covered are: (1) computer literacy; (2) the fine arts; (3) health; (4) language learning (divided into language arts, French language arts, French as a Second Language, Ukrainian Language Arts, the native languages, including Blackfoot language and culture programs, and Cree language and culture program); (5) mathematics; (6) physical education; (7) science; and (8) social studies. (Author/SH)

ED 341 474 PS 020 245

Programme d'Etudes: Elementaire (Program of Studies: Elementary Schools).
PUB DATE- 91
NOTE- 411p.; For the English language version, see PS 020 244; for the senior high school program, see PS 020 246.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Science Education; *Course Descriptions; *Educational Objectives; *Elementary Education; *Elementary School Curriculum; Fine Arts; Foreign Countries; French; Hygiene; Language Arts; Mathematics Education; Physical Education; Science Education; Social Studies; Student Characteristics; Student Development
IDENTIFIERS- *Alberta

This program of studies contains the requirements of each course or program in the elementary curriculum for the province of Alberta. An introduction discusses the goals of education, the development of desirable personal characteristics by students, the distribution of teaching among the subjects, and communication and critical thinking skills. The bulk of the document reviews the course areas of: (1) the English language; (2) French and French language arts; (3) fine arts; (4) computer science; (5) mathematics; (6) sciences; (7) social studies; (8) hygiene; and (9) physical education. Sections typically include a statement of the objectives of the course area; a description of the courses offered; and a list of learning resources related to the courses. (BC)

ED 341 475 PS 020 246

Program of Studies: Senior High Schools.
PUB DATE- 90
NOTE- 679p.; For related documents, see PS 020 244-245.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

International Meeting of Experts (Category VI) on Developing Integrated Services for Early Childhood Care and Education: Policies, Strategies and Practical Measures (Unesco House, Paris, September 4-8, 1989). Final Report.
PUB DATE- 9 Mar 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Day Care; Early Childhood Education; Economic Factors; Information Dissemination; Integrated Activities; *International Cooperation; *National Programs; Program Development; Program Evaluation; Research Needs; Training
IDENTIFIERS- Policy Issues; Resource Development; *UNESCO

The purpose of the international meeting of experts described in this document was to discuss policies, strategies, and measures designed to encourage the development and extension of integrated services for early childhood care and education (ECCE). Participants first reviewed the successes, failures, and lessons learned in providing integrated ECCE services, including the effects of government action and economic factors. Participants then discussed the prospects and tasks in developing integrated ECCE services in member states. The unique challenges facing different societies were examined, several counterproductive forces were identified, and recommendations were offered. Participants next studied the priorities and modes of cooperation at the national, regional, and international levels. Specific areas that would benefit from cooperation were suggested. UNESCO's Intersectoral Project on the Young Child in the Family Environment planned for the years 1990-1995 was reviewed. Finally, participants adopted recommendations on child advocacy, dissemination of information, communication between groups, administrative frameworks for ECCE programs, resource development, training, integrated ECCE programs, program evaluation, research, and encouragement of international cooperation. Appendixes include lists of participants and observers, and the meeting agenda. (BC)

ED 341 493 PS 020 286

Coming to School in Connecticut: Accepting Children as They Are. Issue Papers Developed by the Connecticut Early Childhood Education Council.
PUB DATE- Oct 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; Definitions; Developmental Stages; Early Childhood Education; *Grade Repetition; Individual Differences; *Kindergarten; *School Entrance Age; *School Readiness; Screening Tests
IDENTIFIERS- Age Appropriateness; Connecticut; Developmentally Appropriate Programs; *Developmental Screening; Educational Issues; *Extra Year Programs (Kindergarten)

This document consists of seven policy issue papers developed by the Connecticut Early Childhood Education Council, an action-oriented coalition of statewide organizations concerned with early childhood education. Members include teachers, school be a requirement imposed from above. Staff, committees, and managers had to address the quality of their relationships with parents in order to deal positively with charter development. Charters did not affect the center environment for children to any substantial extent, except in such areas as the inclusion of Maori and cultural activities. A major source of frustration was the short time period for charter preparation. The charters developed by centers proved to be useful as reference sources that could serve as a basis for future evaluations. Because of the many positive outcomes of charter development for centers, it was recommended that the government requirement to charter early childhood centers be retained. Contains 30 references. (LB)

ED 341 511 PS 020 310

Cocaine Kindergartners: Preparing for the First Wave. Hearing on the Impact Drug Abuse is Having upon Children before the Committee on the Judiciary. United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 92
NOTE- 68p.; Serial No. J-102-16. Contains some pages of small and light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcohol Abuse; *Child Advocacy; *Child Health; *Cocaine; Developmental Disabilities; *Drug Abuse; Early Intervention; Federal Legislation; Federal Programs; Hearings; *Kindergarten Children; Prenatal Influences; Preschool Children; Public Policy; *School Readiness; Special Education
IDENTIFIERS- Congress 102nd; *Crack Babies; Fetal Alcohol Syndrome

A one-day hearing convened by the Senate Judiciary Committee examined the effort to meet the needs of children entering school who were exposed to drugs before their birth. Testimony focuses on the extent of the problem nationwide and on the need for early intervention strategies and special teacher training programs. Special note is taken of the problems that result from alcohol abuse, including fetal alcohol syndrome. It is estimated that the cost to prepare children affected by drug and alcohol abuse for school is $20 billion. Statements from Senators Edward Kennedy, Christopher Dodd, Hank Brown, Joseph Biden, Strom Thurmond, and Charles Grassley are presented. Additional statements and testimony are provided by Judy Howard (University of California at Los Angeles), Evelyn Davis (Harlem Hospital Center, New York), and Diane Powell (Project Daisy, Washington, D.C.). Implications for the School Readiness Act of 1991, the pending Children of Substance Abusers bill, and the reauthorization of the Individuals with Disabilities Education Act are noted. (LB)

ED 341 512 PS 020 311

Parent-School Collaboration: A Compendium of Strategies for Parent Involvement.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)

service projects; (2) a student and adult running club; (3) traditional approaches to prenatal care and maternal education; (4) Navajo drug and alcohol programs linked to traditional healing practices and concepts of balance and order in one's life; (5) community funding of special events as incentives for improved school performances; and (6) student peer counseling. (SV)

ED 341 530 RC 018 544

Early Childhood Education. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 11p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; Ancillary School Services; *Day Care; *Early Childhood Education; Hearings; *Kindergarten; *Language Acquisition; *Parent Participation; Primary Sources; School Readiness
IDENTIFIERS- *Project Head Start; School Based Child Care Centers

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues in Native American early childhood education. Issues and problems fell into the areas of: (1) Head Start, its funding problems, and its relationship to public and Bureau of Indian Affairs schools; (2) early childhood programs, the need for such programs to prepare preschool children for the increasingly academic demands of kindergarten, culturally biased assessment tests in kindergarten, and de facto segregation among different programs; (3) entrance into kindergarten, school readiness problems, and shortage of kindergarten slots in states where it is not mandatory; (4) increasing education requirements and low salaries for early childhood teachers; (5) parent education, parent advocacy training, and parent participation; (6) financial problems in child care on American Indian reservations; (7) bilingual education issues and promotion of language acquisition and communications skills in young children; and (8) lack of programs for urban American Indians not enrolled in recognized tribes. Recommendations are offered, and exemplary programs are described that involve school-based day care for teen parents and students, preschool programs incorporating Native language and culture, and an urban Indian center that preserves Indian identity among members of 72 tribes. Several pieces of relevant research are noted. (SV)

ED 341 531 RC 018 545

Elementary Schools. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 13p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; Elementary Secondary Education; *Inservice Teacher Education; Professional Development; Science Education; Science Instruction; *Teacher Centers; Teaching Methods; Workshops

The Biological Sciences Curriculum Study (BSCS), with support from the National Science Foundation (NSF), is conducting the third phase of ENLIST Micros. ENLIST Micros: Phase I developed a set of training materials that present the knowledge and skills that science teachers need to use microcomputers in science teaching. Phase II developed a model for implementing microcomputers in science teaching. ENLIST Micros: Phase III builds on the first two phases to achieve the following major goals: (1) help teacher (K-12) improve their use of microcomputers in science teaching; (2) test three models for establishing a teacher enhancement project at sites throughout the nation; (3) determine the ability of regional sites to sustain a teacher enhancement project while phasing out external support; and (4) disseminate information about how to establish successful, self-sustaining teacher centers for improving science teaching. The need for educational reform, strategies for implementing microcomputers in science instruction, the ENLIST Micros implementation model, and extending ENLIST Micros throughout the United States are topics of discussion. (70 references) (KR)

ED 341 549 SE 052 426

Remillard, Janine
Abdicating Authority for Knowing: A Teacher's Use of an Innovative Mathematics Curriculum. Elementary Subjects Center Series, No. 42.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Educational Change; Elementary Education; Mathematics Education; Mathematics Instruction; Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Comprehensive School Mathematics Program; Mathematical Thinking; Subject Content Knowledge

This paper describes the case of Cassandra Singer, a third-grade teacher finishing her first year of using Comprehensive School Mathematics Program (CSMP), an innovative mathematics curriculum. Drawing from interviews and observations, the document explores relationships between Cassandra's knowledge and beliefs about mathematics, how it is taught and learned, and how she transforms and is transformed by the text. Relinquishing her authority for knowing to the text, Cassandra aims to follow the lesson scripts provided in the manual, while interpreting their purpose through the lens of her own beliefs. An analysis of the mixture of procedurally and conceptually oriented practice observed in this classroom in light of the teacher's beliefs and their relationship to the CSMP curriculum is presented. This case raises questions about the balance of

ED 341 568 SE 052 614

Construction. Technology Education-Mathematics and Science Interface Project.
PUB DATE- 88
NOTE- 169p.; For related documents, see SE 052 613, ED 234 019 and SE 052 616-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Trades; *Construction (Process); *Construction Materials; Creative Thinking; Industrial Arts; *Integrated Curriculum; Laboratory Experiments; Mathematics Education; Metallurgy; Problem Solving; Resource Materials; Roofing; Science and Society; Science Education; Secondary Education; Structural Elements (Construction); Transparencies; Visual Aids
IDENTIFIERS- Maryland; *Technology Education

The curriculum materials contained in this document were developed through a cooperative effort by educators in the state of Maryland. It was a curriculum project aimed at the meaningful integration of mathematics and science. It is suggested that these materials be used in two significant ways. First, this document can serve as an instructional materials resource collection. An extensive variety of technology topics are covered, with each topic including detailed information sheets identifying the mathematical and scientific principles that could be studied in a technology education activity. Secondly, this document can serve as a materials resource guide. This is accomplished by providing a format and process for the creation of similar classroom instruction materials. Topics included in this document are: (1) abrasive technology; (2) architectural materials under compression load; (3) bending wood; (4) bridge construction; (5) bridge truss; (6) charpy impact testing; (7) concrete strength; (8) copper electroplating; (9) deck construction; (10) dimensional change in wood; (11) hammer; (12) hardening of steel; (13) heat treating metals; (14) house construction; (15) joining with silver solder; (16) miter joints; (17) nailing; (18) roof framing; (19) screwdriver; (20) steel; (21) trusses; and (22) wall insulation and wood burning stoves. Each of the 22 technology topic entries includes the title, resource information, descriptions of the transparencies, science concepts, mathematical concepts, and transparency masters graphically illustrating the topic. A list of additional documents available from the Division of Vocational-Technical Education, Maryland Department of Education is provided. (KR)

ED 341 569 SE 052 616

Maley, Donald
Technology Education--A Fundamental Framework for Improved Capability in Mathematics and Science--The How of the Interface.
PUB DATE- 86
NOTE- 13p.; For related documents, see SE 052 613-614, ED 234 019 and SE 052 617-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Integrated Curriculum; Learning Activities; Mathematics Education; Research and Development; Science

Schools" in Polish (Elzbieta Garlej-Drzewiecka); "Conflicts among Retarded Children" (Roza Pawlowska); "School Achievement and the Cognitive Aspirations of Children Brought up in Orphanages and in Families" (Maria Szczepska-Pustkowska); "The Relation between Extroversion-introversion and the Success in Marriage" (Rosa Pawlowska); "Social-cultural Animation as a New Concept in the Propagation of Culture and Education" (Jan Zebrowski); "The Compulsory Education in Poland (XVI-XX c.)" (Lech Mokrzecki); "The School and Integration Problem of Pomeranian Youth in the 16th through 19th Centuries" in Polish (Lidia Burzynska; Lech Mokrzecki Kazimierz Puchowski); "The Protestant School Character in Poland in the 18th Century" in Polish (Lech Mokrzecki); and "The Social Status of Teachers in Poland to the End of the 19th Century" (Lech Mokrzecki; Henryk Rostek). (DB)

ED 341 588 SO 020 948

Improving Linkages between Research and Education Reform: Report of a Regional Seminar. Report from the Regional Seminar on Educational Research in Asia and the Pacific (Tokyo, Japan, October 18-November 2, 1989).
PUB DATE- Jan 90
NOTE- 133p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Education; *International Educational Exchange; International Programs
IDENTIFIERS- *Asia Pacific Region

This Regional Seminar was convened for the purpose of providing a forum for educational researchers to exchange information and experiences about educational research and its relationship to educational reform in the countries of the Asian Pacific region. The Regional Seminar was attended by 17 participants from 16 countries in Asia and the Pacific. The countries represented were: Australia, Brunei Darussalam, China, Fiji, Indonesia, Japan, Laos, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Thailand, and Western Samoa. The report summarizes the seminar in six sections: (1) Introduction; (2) Agencies Involved and Other Aspects of Educational Research; (3) Impact of Educational Research on Major Educational Reforms; (4) Strategies for Promoting and Strengthening Educational Research; (5) Role of Educational Research for the Development of Education at Present and in the Future in Asia and the Pacific Region; and (6) Recommendations. Two appendices are included; one lists the seminar's participants, the other presents the reports of the participating countries. (DB)

ED 341 589 SO 021 034

Holt, Tom
Thinking Historically: Narrative, Imagination, and Understanding. The Thinking Series.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

addressed when setting up an arts facility, the best practices or innovations that should be implemented to accomplish the key issues, and what actions need to be taken in order to succeed. Topics addressed include: leadership, enlisting support, program and building design, managing renovation, budgeting and fundraising, and how to operate the facility once it is opened. (KM)

ED 341 611 SO 021 792

Literature for History-Social Science. Kindergarten through Grade Eight.
PUB DATE- 91
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Educational Resources; Elementary Education; Geography Instruction; *History Instruction; Reading Materials; State Curriculum Guides
IDENTIFIERS- *California

The use of literature in the history-social science curriculum has been found to be an effective means of generating students' interest, enhancing their understanding, and enriching the curriculum. This annotated guide contains listings of books to be used in teaching students in grades K-8 that have been selected as particularly helpful in the study of history and geography. The use of literature of the historical period being studied as well as about that period is emphasized. This guide is offered as a resource of titles for use by curriculum specialists, teachers, librarians, and resource personnel when planning a curriculum. While produced specifically for California teachers, the guide should be useful to teachers everywhere. A wide variety of books are listed in the guide including historical fiction, biography, fables, myths and legends, folktales and fairytales, nonfiction, poetry, plays and songs. (DB)

ED 341 612 SO 021 793

Staub, Shalom, Ed.
Governor's Conference on Ethnicity. A Conference To Explore the Impact of Pennsylvania's Cultural Diversity on Public Policy. (Harrisburg, Pennsylvania, June 8-9, 1990).
PUB DATE- 90
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Awareness; Cultural Background; Cultural Exchange; *Cultural Pluralism; *Ethnic Groups; Ethnic Relations; Health Services; Heritage Education; Multicultural Education; *Public Policy; State Government; *State Programs
IDENTIFIERS- *Pennsylvania

This proceedings of a conference convened by the Governor of Pennsylvania explores the impact of Pennsylvania's cultural diversity upon public policy. The following five panel discussions were held: "Conservation of Cultural Heritage Resources: Values and Strategies"; "Culturally Sensitive

Education through Art (Columbus, OH, September 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Community Attitudes; *Cultural Awareness; *Educational Philosophy; Elementary Secondary Education; *Middle Class Standards; *Multicultural Education; Religious Factors; Visual Arts

Although multiculturalism is praiseworthy, there are various foundational, conceptual issues that art educators need to think about with care and caution. In order to address these issues, this paper describes some personal experiences that impact on the implementation of multiculturalism in the schools. The paper begins with an analysis by T. Bridges (1991) that traces multicultural beliefs to middle class enlightenment notions. The second part of the paper focuses on how religious convictions present obstacles to multiculturalism. (Author/KM)

ED 341 634 SO 021 940

Stastny, Kimm
The Rational Pursuit of Collaboration: Where Does It Lead?
PUB DATE- Feb 90
NOTE- 27p.; Paper presented at the Annual Meeting of the National Art Education Association Conference (Atlanta, GA, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Cognitive Psychology; *Cooperation; Dance; Drama; *Educational Philosophy; Elementary Secondary Education; *Literature Reviews; Music; Theater Arts; Visual Arts

Many educators concerned with the quality and quantity of arts education believe that collaboration among the disciplines is necessary to improve conditions. Current probable visions for the future of visual art education are cloudy because of ambiguity surrounding the concept of collaboration. In order to explore this concept, this paper is written with three purposes in mind in an attempt to move from testimonial policies to the kind of operational policy for art education that is needed to advance the profession. The three purposes are: (1) to review the literature concerning the value of collaboration; (2) to analyze the concept from the perspectives of leadership and management theories, and cognitive psychology; and (3) to address the development of discipline based art education within the context of a discipline-specific strategy for change. The paper uses two state level examples of art education advocacy (plans of Iowa and Pennsylvania) to show how the theoretical use of collaboration has resulted in questionable policies and plans, and goes on to discuss the convenient "umbrella" concept of arts education, criticizing it for creating a false image of interdependence among the art forms and their disciplinary structure in education as well as a false image of coordination among the four major curricular areas in art. A case is made for the creation of a "National Institute for Education in the Visual Arts" which would provide the following services to the field: (1) conduct research and development activities; (2) publish and disseminate reports of its findings and those of related organizations and individuals; (3) serve as an information center; and (4) serve as a conference center. Above all, it would serve to connect all the different sectors of influence that impact on the arts:

characteristics, and demographic variables such as age, sex, and place of residence. Of the 3,867 teacher education graduates (from Spring 1980 through Summer 1989), 3,420 received questionnaires, and 2,274 (66.5%) completed and returned them. Participants in the study completed questionnaires at graduation, and at 1 year and 5 years following graduation. Of all graduates from Spring 1980 through 1983-1984, 36 to 39% returned all three questionnaires--graduate, first year, and fifth year; in recent years, return rates have dropped some. The study has provided insights in the evaluation and improvement of the teacher education program; administrators and faculty have used results in making decisions about the program; and increased understanding has been achieved about factors related to why teacher education graduates leave or remain in teaching in the early years. (LL)

ED 341 654 SP 033 537

Holland, Alyce; And Others
Career Paths of Mathematics and Science Teacher Education Graduates Compared to Elementary and Other Secondary Graduates.
PUB DATE- Oct 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; College Graduates; Comparative Analysis; Elementary School Teachers; Elementary Secondary Education; *Employment Patterns; Higher Education; Labor Turnover; Longitudinal Studies; *Mathematics Teachers; *Science Teachers; Secondary School Teachers; Teacher Education Programs; Teacher Persistence; Teacher Shortage; *Teaching (Occupation)

This phase of a longitudinal study being conducted at Iowa State University compares the career paths of teacher education graduates with mathematics and science majors to elementary and other secondary area graduates. Participating in the study were teacher education graduates (N=842), out of a population of 1,411, who responded to a questionnaire at 1 year and 5 years following graduation. Over 60 percent of the mathematics/science graduates reported they had taught the first year following graduation, compared to 42 percent of the other secondary graduates and 68 percent of the elementary education graduates. After 5 years the percentage of mathematics and science graduates still teaching had dropped to 51 percent, while the percentage of other secondary and elementary graduates teaching had remained constant. Nonteaching mathematics and science graduates were more frequently employed in professional positions other than teaching, and they most often cited better salaries and career opportunities in nonteaching jobs as the reason for not teaching. Results suggest that unless newly certified mathematics and science teachers are retained in the teaching profession, the current shortage of qualified teachers in these subject areas will become more severe. (LL)

ED 341 655 SP 033 538

Huber, Tonya
Restructuring To Reclaim Youth at Risk: Culturally Responsible Pedagogy.

from 13 additional teachers and 7 principals. Five factors describing the dimensions of educator stress were identified: (1) job overload; (2) subordinate-superordinate relationships; (3) relationships with students; (4) relationships with peers; and (5) salary and compensation. Results of the study suggest that educators are experiencing a significant amount of stress related to their everyday job situations and to performance-based accreditation standards, and that this stress is mediated by locus of control. Forty references are listed and 11 tables displaying the data are attached. (LL)

ED 341 674 SP 033 564

Benton, Gary J.; Richardson, Gloria D.
Comparing Attitudes of Students toward Their Student Teaching Experiences.
PUB DATE- Nov 90
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 12-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cooperating Teachers; Elementary Secondary Education; *Failure; Higher Education; Journal Writing; Literature Reviews; Personality Assessment; *Preservice Teacher Education; *Program Improvement; Special Education; *Student Teacher Attitudes; Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; *Success
IDENTIFIERS- *Reflective Thinking

This study was conducted at Mississippi State University (MSU) Meridian, to evaluate the student teaching experience and to determine adjustments required to improve the teacher education program. Participants consisted of 81 elementary, secondary, and special education students from two MSU campuses. Instruments utilized in the study included a 38-item, 5-point scale, and student journals describing attitudes toward the classroom, the supervising teacher, the university supervisor, the students, and the actual teaching encounters. A review of related literature recommends careful analysis of the cooperating teachers' qualifications and careful matching of student teachers with supervising teachers. Findings suggest that: (1) student teachers need assistance in the undergraduate classes to deal with the pressures and difficulties of the student teaching experience; and (2) an assessment of personality factors of prospective teachers can determine if certain characteristics predispose students to success or failure in the student teaching programs. An appendix lists key words and/or descriptors (both positive and negative terms) for analysis of student teaching journals generated by faculty and by students. (LL)

ED 341 675 SP 033 565

Needels, Christie
Effects of Cooperative Teaching on Academic Achievement of Regular and Special Education High School Students.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

established to determine whether standards for student achievement can be established for grades 4, 8, and 12, and whether an appropriate system of tests can be established to determine progress toward these standards. The second document, Report 102-110, is a conference report of June 12, 1991, of compromises and adjustments made to combine the proposed House bill with a Senate proposal to establish a National Education Commission on Time and Learning to study the school year and hours of instruction. The third document is the text of Public Law 102-62, June 27, 1991, known as the Education Council Act of 1991. This Act establishes: (1) a National Education Commission on Time and Learning; (2) a National Writing Project for teacher education in writing instruction; (3) a civic education program for elementary schools; and (4) the National Council on Education Standards and Testing. (SLD)

ED 341 694 TM 017 831

Financial and Statistical Report of Alberta School Jurisdictions: Divisions and Districts--January 1, 1986 to August 31, 1987; Counties--January 1 to December 31, 1986 & January 1 to December 31, 1987.
PUB DATE- Mar 91
NOTE- 555p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Finance; Elementary Secondary Education; *Expenditures; Foreign Countries; Local Norms; *Regional Characteristics; School Districts; School District Spending; School Funds; *School Statistics; School Taxes; State School District Relationship; Tables (Data)
IDENTIFIERS- *Alberta; *Canada

This report provides data on assessment and requisition for Alberta (Canada) school jurisdictions for 1986 and 1987 fiscal years. It also contains information on debenture borrowing, and financial statements for school districts and counties. The assessment and requisition data for calendar years 1986 and 1987 include a provincial total. No provincial totals are given for debenture borrowing and financial statements, which are given for districts and counties. In 1986 and 1987 divisions and districts changed their fiscal years to a September to August year; these figures reflect the year of change. The data tables are grouped as follows: (1) assessments and requisitions; (2) School Foundation Program Fund levies; (3) divisions and districts; and (4) counties. In all, there are 121 tables. (SLD)

ED 341 695 TM 017 832

Financial and Statistical Report of Alberta School Jurisdictions: Divisions and Districts--September 1, 1987 to August 31, 1988; Counties--January 1 to December 31, 1988.
PUB DATE- Mar 91
NOTE- 429p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Finance; Elementary Secondary Education; *Expenditures; Foreign Countries; Local Norms; *Regional Characteristics; School

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Employment Interviews; Ethnic Groups; Evaluation Methods; *Government Employees; *Job Performance; Local Government; Multiple Choice Tests; Occupational Tests; Personnel Evaluation; *Personnel Selection; *Predictive Validity; Program Evaluation; *Test Bias
IDENTIFIERS- California (San Diego County); *Eligibility Technicians

The effectiveness of the current selection system used to hire eligibility technicians was studied, and the predictive relationship between existing selection instruments and job performance criteria was investigated. Eligibility technicians are employees of San Diego County (California) whose duties include determining the eligibility of applicants for social services. The current selection system consists of a multiple-choice examination and a composite assessment including a training and experience application blank and an interview. Job performance criteria were subjective (supervisory ratings and factor scores) and objective (job tenure and turnover). Scores on the subjective criteria were taken at three points in time: mid-probation, final probation, and first annual performance review. Information was gathered for all applicants for the position of eligibility technician between 1986 and 1990 (449 employees at mid-probation, 409 at final probation, and 250 at the first annual performance review). Applicants included Blacks, Hispanic Americans, Asian Americans, American Indians, Whites, and Filipinos. The written test was a valid predictor of job performance, with a positive relationship between the test and supervisory ratings at all times. The application and interview did not predict job performance. The written test had an inverse relationship with tenure and was significantly correlated with turnover. The written test was a fair and unbiased estimate of job performance that did not discriminate against applicant classes protected by the county. Suggestions for improvement of the selection process are given. Thirty-six tables and a list of 101 references are included. (SLD)

ED 341 714 TM 017 899

Porter, Andrew C.
Assessing National Goals: Some Measurement Dilemmas.
PUB DATE- 90
NOTE- 24p.; In: "The Assessment of National Educational Goals: Proceedings of the 1990 ETS Invitational Conference" (New York City, NY, October 27, 1990). New York. Educational Testing Service, 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; Criterion Referenced Tests; Educational Assessment; Educational Change; *Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; *Measurement Techniques; National Programs; Norm Referenced Tests; Sampling; *Student Evaluation; Test Construction; *Testing Problems; Testing Programs
IDENTIFIERS- Education Summit 1989 (NGA); *National Education Goals 1990

The measurement dilemmas involved in assessing the national educational goals established by the President and governors at the 1989 education summit are discussed. The first and most (mean age 41.3 years) at a large southwestern state university who were seeking voluntary health promotion services. There were approximately equal numbers of men and women. Principal components analysis found that the 3 factors (dimensions) accounted for 41.5% of the total variance. Overall, results support the three-dimensional structure set forth by the test developers. All but 1 of the 18 items from the scales loaded on the appropriate a priori subscales. Results suggest that the instrument tends to yield valid scores when used with adults seeking voluntary health promotion activities. One tables presents study findings. A 30-item list of references is included. (SLD)

ED 341 732 TM 017 928

Eason, Sandra
Power Assessment and the Delphi Process.
PUB DATE- Jan 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January-February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Faculty; Data Collection; *Delphi Technique; Elementary Education; Interviews; Operations Research; Political Power; *Power Structure; *Principals; Public Schools; Questionnaires; Research Design; Research Methodology; *Resource Allocation; School District Autonomy

The Delphi process provides a technique for scientific inquiry within the context of group interactions by generating information and seeking a consensus through a series of interactive probes. In a study of the effects of power on the allocation of resources in the organizational setting of public elementary schools, the Delphi technique was used for the assessment of power. This paper describes the process from conceptualization to collection of data, with specific reference to background, rationale, and development of the probes. The inquiry was conducted through interviews with: (1) three male and three female principals; (2) three males and one female with positions as central office administrators; and (3) two male university faculty members. In all, the 12 persons interviewed consisted of 5 blacks and 7 whites. An initial probe was conducted by an interview exploring the ways schools influence district allocations. Questionnaires were used in three additional probes, each dependent on the previous probe. The final questionnaire assessed school power across 79 public elementary schools on 3 consensually shared dimensions as follows: (1) politically astute parents; (2) politically astute principals; and (3) participation of community groups in solving school problems. Results indicate the relative influences of schools on resource allocations in the district. It is concluded that the methodological qualities of the Delphi technique complemented the design of the study. A table presents descriptions of the panelists. A 13-item list of references and the 2 questionnaires used are included. (SLD)

ED 341 733 TM 017 929

Baker, Eva L.
Mandated Tests: Reform or Quality Indicator?
SPONS. AGENCY- Office of Educational Research and Improvement

various cultural permutations of the role of the mentor. Section IV, "The New Wave of Mentoring," describes currently operating mentor programs at the state, local, and private levels. Section V, "Exploring Mentoring's Rise," traces the current social causes for the mentoring movement's rise. Section VI, "Great Expectations," looks critically at the movement's great fervor and high expectations. Section VII, "A Modest Intervention," explores actual possible accomplishments through a review of research results and insights from mentors themselves. Section VIII, "Mentoring's Crossroads," considers the gap between enthusiasm for the concept and the modest results and current lack of infrastructure. Section IX, "Implications of Mentoring," discusses the long-term importance of the movement for poor and disadvantaged youth and its implications for raising other societal issues. A list of 128 notes arranged by chapter heading is included. (JB)

ED 341 750 UD 028 511

Bennett, Claudette E.
The Black Population in the United States: March 1990 and 1989.
PUB DATE- Aug 91
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Population Trends; Blacks; *Census Figures; *Demography; *Economic Status; *Educational Trends; *Employment Patterns; Family Characteristics; Income; National Surveys; Poverty; Sex Differences; Social Characteristics; Sociocultural Patterns; Tables (Data)
IDENTIFIERS- *Current Population Survey

This report presents a statistical portrait of the demographic, social, and economic characteristics of blacks in the United States. The portrait is based on data from the March Supplement to the 1990 and 1989 Current Population Surveys (CPS) with additional data from the October 1988 Supplement to the CPS. The data are estimates based on sample surveys and are subject to sampling variability. Topics covered include population growth, education, family composition, employment, income, earnings, poverty status, and comparisons and changes in selected characteristics of black males and black females. Highlights of the major findings include the following: (1) in March 1990, 9.2 percent of black females were 65 years of age and over, compared with 7.0 percent of black males; (2) in 1988 the percent of black males aged 18 to 24 years who were high school graduates was below that for Black females; (3) in 1988 the percent of black male high school graduates 18 to 24 years old attending college was lower than that of black females, which represents a change from earlier decades when there was no statistical difference; and (4) black families had a median income of $20,210 in 1989, which is not statistically different from the 1979 level with adjustments for inflation. Included are 37 tables; 10 graphs; and appendices containing definitions and explanations, details of the data collection, a facsimile of the March 1990 questionnaire, and a list of current population reports on the black population published since 1970. (JB)

ED 341 751 UD 028 512

Bourgois, Philippe
Shooting Gallery Notes. Working Paper #22. Preliminary.

should include value added student end-of-course surveys, value added faculty end-of-course surveys, comment analysis of open-ended comments from students and faculty on surveys, reviews of teaching behavior, quick access to the president or a quality committee, surveys and interviews of stakeholders on an occasional basis, and establishment of a quality committee. Students and other stakeholders must be viewed as critical consumers, not passive recipients of educational services. Two figures are included. (JB)

ED 341 310 HE 025 202

Ginsburg, Mark B., Ed.
Understanding Educational Reform in Global Context: Economy, Ideology, and the State.
PUB DATE- 91
NOTE- 403p.; One of a series of reference books in international education edited by Edward R. Beauchamp and published by Garland Publishing, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Developed Nations; Developing Nations; *Economic Factors; *Educational Change; Educational Economics; Foreign Countries; Government School Relationship; *Higher Education; Ideology; *International Education; *Politics of Education; Social Change; *World Affairs
IDENTIFIERS- Australia; England; Hungary; Israel; Ivory Coast; Mexico; New Zealand; Nicaragua; Spain; Tanzania; United States

This book presents a set of national case studies on educational reform of higher education that views reform as processes of ideological and social struggles. The titles and authors are as follows: "Educational Reform: Social Struggles, the State and the World Economic System" (Mark B. Ginsburg, et al.); "Restructuring Education and the State in England" (Henry D. R. Miller and Mark B. Ginsburg); "The Political Economy of Educational 'Reform' in Australia" (Susan L. Robertson and Roger R. Woock); "State Corporatism, Educational Policies, and Students' and Teachers' Movements in Mexico" (Carlos Alberto Torres); "The Scenario of the Spanish Educational Reform" (Sara Morgenstern de Finkle); "Ideological Pluralism in Nicaraguan University Reform" (Rolland G. Paulston and Susan Rippberger); "Shifts in Socioeconomic and Educational Policy in Tanzania: External and Internal Forces" (George E. Urch); "Perspectives of Educational Reform in Hungary" (Peter Darvas); "The State, Economic Crisis, and Educational Reform in Cote D'Ivoire" (N'Dri Therese Assie-Lumumba and Tukumbi Lumumba-Kasongo); "Educational Reform in New Zealand" (John Barrington); "Global Rhetoric, Local Policy: A Case Study of Israeli Education and Teacher Training" (Esther Gottlieb); "The Political Economy of School Reform in the United States" (Don T. Martin); and "Educational Reform, The State, and the World Economy: Understanding and Engaging in Ideological and Other Struggles" (Mark B. Ginsburg and Susan Cooper). All papers include notes and extensive references. (JB)

ED 341 311 HE 025 203

At the Crossroads: Higher Education in Minnesota. Report of the Commission on Post-Secondary Education.
PUB DATE- Jan 92
NOTE- 33p.
LANGUAGE- English

of objects of expense, such as salaries, benefits, operating expenses, etc. are also provided. Summary tables then follow providing information on utility and other costs, amount of space by major function, and the average annual unit cost of utilities. Finally, summary statements present data in the following areas: (1) Physical Plant Operating Expenses by Function and Object of Expense; (2) Physical Plant Operating Expenses by Function and Institution; (3) Physical Plant Operating Expenses by Object of Expense by Institution; and (4) Breakdown of Other Physical Plant Operating Expenses by Institution. Supplemental tables that further define these areas are also presented. (GLR)

ED 341 329 HE 025 225

Dixon, Terry P.; And Others
A Study of Graduate Perceptions of the Effectiveness of the University of Central Texas Mission, Programs, and Services.
PUB DATE- 26 Jan 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; *College Outcomes Assessment; Data Analysis; Graduate Surveys; Higher Education; Institutional Mission; *Institutional Research; *Instructional Effectiveness; *Organizational Effectiveness; Perception; Services; Student Attitudes; *Student Reaction; Undergraduate Study
IDENTIFIERS- *University of Central Texas

Graduate perceptions were examined in a study that was part of an ongoing assessment project at the University of Central Texas. The study, in which 201 graduates from 5 areas were surveyed, was designed to do the following: provide descriptive data about each student; determine what activities the graduates had participated in since graduation as well as their vocations and how much assistance the University Placement Office had provided to them; determine student perception of the effectiveness of the University in accomplishing its mission; assess the role the University played in each respondent's personal development; and obtain general comments and suggestions for improving the University as well as provide the graduates with an opportunity to describe the attributes of the University which they appreciated. Among the findings were the following: (1) most graduates holding a master's degree were not employed in their field of study; only 16% of the males and 40% of the females were so employed; (2) most respondents were computer literate to some degree; (3) respondents indicated roughly better than average assistance from the school placement office; and (4) only 8 to 11 percent of the students felt the University adequately fulfilled its stated mission of fostering creative research, promoting community service and school visibility, and conducting proper planning. Seventeen specific recommendations are provided. Contains a 7-item bibliography and the survey instrument. (GLR)

ED 341 330 HE 025 226

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Madison, Wisconsin. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Madison, Wisconsin).

data indicate that academic preparation for college-level work appears to be a critical factor influencing persistence to graduation. As academic preparation increases, the likelihood of degree completion increases. Included are seven tables and 21 references. (Author/JB)

ED 341 348 HE 025 244

Hunziker, Celeste M.
Enrollment, Persistence and Graduation of Undergraduates Admitted to UC Davis by Special Action: 1975-1989. Research Synopsis: Student Affairs Research and Information No. 40.
PUB DATE- Jan 91
NOTE- 8p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Admission Criteria; Asian Americans; Black Students; *College Preparation; College Students; Graduation; Higher Education; Hispanic Americans; Longitudinal Studies; School Holding Power; Socioeconomic Background; State Universities; Student Attrition; Whites
IDENTIFIERS- *University of California Davis

A study was done to determine enrollment, persistence and graduation patterns of domestic special action students at the University of California Davis. Special action students are the small portion who are admitted despite not meeting undergraduate eligibility requirements (specific course work, grade point average and standardized test scores) but who show potential for academic success. This population of students is not homogeneous and not all are substantially under prepared as some may be technically ineligible because they lack one or two required courses. The data for the study came from a longitudinal database of undergraduates derived from the university student record system. The data show that Whites make up the largest single group of special action students (36 percent) followed by Blacks (24 percent). On academic persistence, these students' fourth quarter persistence rates have increased over the last 15 years from 70 percent in the mid-1970s to 80 percent more recently. Graduation rates differed by ethnic group with Asian and White students having the highest graduation rates followed by Latinos, Chicanos, and Blacks. Although special action graduation rates have increased overall, they continue to be about 25 to 30 percentage points below those of regularly admitted students. (JB)

ED 341 349 HE 025 245

Hunziker, Celeste M.
1989-90 Graduates of UC Davis: Their Postgraduate Studies, Occupations and Impressions. Research Synopsis: Student Affairs Research and Information No. 43.
PUB DATE- Nov 91
NOTE- 13p.; For related documents, see HE 025 239-246.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Graduates; *College Outcomes Assessment; Educational Environment; *Education Work Relationship; Employment; Followup Studies; Graduate Study; *Graduate Surveys; Higher Education; Professional Training; Racial Relations; Role of Education; Salaries; School Effectiveness; Self Evaluation (Groups); Sex Differences; State

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Simulation; Courseware; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Health Education; Higher Education; Hypermedia; *Interactive Video; Management Development; *Media Research; *Microcomputers; Optical Data Disks; Psychological Studies; Special Education; Telecommunications

This collection of conference presentations contains 48 papers and 122 abstracts (for which there are no formal papers). The papers and abstracts are presented in two separate sections, but both are categorized by special interest groups: (1) Academic Computing (SIGAC, 1 paper, 9 abstracts); (2) Computer-Based Training (SIGCBT, 8 papers, 12 abstracts); (3) Elementary, Secondary, and Junior College (ELSECJC, 6 papers, 14 abstracts); (4) Emerging Technologies (ETSIG, 5 papers, 11 abstracts); (5) Education of the Handicapped (SIGHAN, 2 abstracts); (6) Health Education (HESIG, 3 papers, 12 abstracts); (7) Home Economics (HOMEC, 3 papers, 7 abstracts); (8) HyperMedia Education (HYPERSIG, 3 papers, 10 abstracts); (9) Interactive Video-Audio (SIGIVA, 6 papers, 11 abstracts); (10) Management Issues (MISIG, 4 abstracts); (11) Music Instruction (MUSIC, 3 abstracts); (12) PILOT (SIGPILOT, 2 papers, 1 abstract); (13) Plato Users' Group (PUG, 1 paper, 5 abstracts); (14) Theory and Research (SIGTAR, 8 papers, 18 abstracts); and (15) Telecommunications (TELESIG, 2 papers, 3 abstracts). Many of the formal papers include their own abstracts and/or references, and an author index covering both sections is provided. (DB)

ED 341 368   IR 015 368

Moodie, Gavin; And Others
Distance Education Development and Student Support.
PUB DATE- Aug 90
NOTE- 61p.; Papers presented at two related seminars held at Monash University (Clayton, Victoria, Australia, August 8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Distance Education; Foreign Countries; Higher Education; *Instructional Design; Nontraditional Education; Seminars; Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- Deakin University (Australia)

The six papers in this collection were presented at two seminars held at Monash University in August 1990. (The materials have not been edited in any way and, in some cases, they comprise copies of overheads which accompanied the presentations.) The materials were designed for people without much background or experience in distance education who seek an introduction to distance education course development and student support. The following papers are included: (1) "Introduction" (Gavin Moodie); (2) "The National and International Context" (Michael Parer); (3) "Some Cafeteria Items" (instructional design--Beatrice Faust); (4) "The Undergraduate Distance Student"

DESCRIPTORS- Computer Software; Database Management Systems; *Databases; Intermediate Grades; Junior High Schools; Lesson Plans; *Microcomputers; Problem Solving; Teacher Role; *Thinking Skills
IDENTIFIERS- Apple Macintosh; *Microsoft Works

The 15 lessons in this step-by-step guide for grades 4-8 are intended to promote the development of thinking skills through the use of databases. These lesson plans, which include specific instructions for using Microsoft Works, constitute a complete unit on the states of the United States. A disk containing 16 files for use with the lessons is available separately as well as a set of worksheet and transparency masters. While this unit is designed for use in grades 4-8, the scripted lessons are aimed at grades 5-6, so some adjustment may be necessary to meet the needs and abilities of other grades. It is noted that some teachers will want to use the lesson plans and masters merely as guides; others may find that the materials meet their needs exactly. It is also noted that the lessons are designed to be adaptable to any database program and any curriculum area. Appended materials include instructions for copying data file and data disks; a list of files on the data disk; a 27-item bibliography; worksheet answers; a glossary; a list of the accompanying transparencies and worksheets; and reprints of 15 related articles from "The Computing Teacher": (1) "The Database: Getting to Know You" (Larry Hannah); (2) "Teaching Database Search Strategies" (Larry Hannah); (3) "Brontosaurus Meets the Computer" (Shirley Krueger); (4) "The Database as a Resource in the Earth Science Classroom" (Janet Woerner); (5) "The Student-Designed Database" (Rick Thomas); (6) "A Focus on History" (Rick Thomas); (7) "Problem Solving with Databases" (Beverly Hunter); (8) "The Computerized Database: Not a Simple Solution" (Don Rawitsch); (9) "Learning to Like Social Studies" (Betty Collis); (10) "Databases in the English Class: A Valuable Lesson" (Ruthie Blankenbaker); (11) "The 'Why' of Instructional Computing" (Suzanne Bailey); (12) "Making Sense of World Power" (Alice Jagger, Tom Layton, and Bob Veeck); (13) "Enhancing Learning through Debriefing" (Bob Gray); (14) "Database Activities in a One-Computer Classroom" (Jim Watson); and (15) "A Mineral Database" (Jacob M. Hirschfelt). (DB)

ED 341 386 IR 015 417

McLaughlin, Pamela
Computer-Based Education: The Best of ERIC, 1989.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 150p.; For the 1988 edition, see ED 318 471.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Education; *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; Computer Software Evaluation; Distance Education; Elementary Secondary Education; Interactive Video; Learning Disabilities; *Mathematics Instruction; Media Research; Microcomputers; Reading Instruction; *Science Education; *Technical Education; Telecommunications; *Writing Instruction

This collection is designed for use by educators who need to make decisions about the use of microcomputers in schools, or who want to keep abreast of new developments in the field. The

ED 341 403 IR 053 905

Pungitore, Verna L.; And Others
The Public Library Planning Process. Case Studies of Its Implementation in Smaller Libraries: Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 174p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Community Study; Evaluation Criteria; Interviews; Library Development; *Library Planning; Library Services; *Long Range Planning; Performance; *Program Implementation; *Public Libraries; User Needs (Information)

Case studies of six public libraries that have adopted the concept of long range, community-based planning were conducted to explore what actually happens in natural settings as public libraries implement long range planning, and to document the differences that exist among these settings in process, goals, implementation, participant perceptions, and outcomes. Located in 4 midwestern states, each of these libraries has fewer than 25 full time equivalent employees and serves populations of between 10,000 and 50,000 persons. Interviews with library directors, staff members, trustees, and community representatives who had served on planning committees were used to collect qualitative data, which were supplemented by statistical and other information provided by the libraries themselves, local Chambers of Commerce, and the American Library Directory. Based on these data, a series of 18 tentative hypotheses were generated to suggest probable relationships among emergent factors. In addition to an overview of the study and the methodology employed, this report discusses the findings in terms of awareness of Public Library Association manuals, the origin of the library's decision, the planning committee, elements of the process, participant evaluations, planning outcomes, and emergent factors. The concluding chapter presents 25 hypotheses in clusters of 6 broad categories and discusses some of the areas in which further research is needed. A selected 102-item bibliography on public library planning and two appendixes containing the interview guidelines and profiles of the six libraries are included. (6 tables, 3 references) (MAB)

ED 341 404 IR 053 906

Allen, Nancy, Comp.; Godden, Irene, Comp.
Scholarly Information Centers in ARL Libraries. SPEC Kit 175.
PUB DATE- Jun 91
NOTE- 179p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Networks; Electronic Equipment; Guides; Higher Education; *Information Services; *Information Technology; Library Facilities; Library Networks; Library Role; Marketing; Microcomputers; *Online Systems; Policy Formation; *Research Libraries; Technological Advancement; *Telecommunications; Users (Information)

Noting that the rapid evolution of telecommunications technology, The enrollment patterns of residents of the Rancho Santiago Community College District (RSCCD) were evaluated by comparing data on students at Rancho Santiago College (RSC) to 1990 census information. For each city and zip code, the study analyzed ethnic distributions and participation rates. Populations over 18 years of age from zip codes and cities within the RSCCD were compared with students enrolled in fall 1991 from those zip codes and cities. Major study findings included the following: (1) Santa Ana zip codes were populated more predominantly by Hispanics (57%), and Orange zip codes were populated more by Whites (74%); (2) overall, students enrolled in RSC in fall 1991 from Santa Ana were younger, more often male, and more often Hispanic than White than the students from Orange; (3) in fall 1991, 43 out of every 1,000 adult residents of the district were attending RSC for an overall participation rate of .043; (4) participation rates for the City of Orange were generally higher (.055 overall) than those for Santa Ana (.042 overall); (5) participation rates by ethnicity were highest for Asians (.111) and Blacks (.138) and lowest for Hispanics (.033) and Whites (.041); and (6) participation rates for Hispanics were highest in zip codes farthest from the campuses. (JMC)

ED 341 421 JC 920 077

Third Party Evaluation of 2 2 2 Articulated Career Education Programs: 1988-1991 Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 91
NOTE- 171p.; For a related document, see ED 291 927.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); *Career Education; College Preparation; *College School Cooperation; Community Colleges; Higher Education; High Schools; *Intercollegiate Cooperation; Outcomes of Education; Participant Satisfaction; *Program Descriptions; Program Evaluation; Tables (Data); Teacher Education Curriculum; *Teacher Education Programs; Two Year Colleges; Universities
IDENTIFIERS- *2 Plus 2 Plus 2 Programs; *California

The 1988-89 California state budget provided funding to support the development of pilot programs extending high school-community college career articulated programs to the baccalaureate level. By 1990-91, 24 of these "2 2 2" programs had been funded, including 14 projects in career education, 8 in teacher education, and 2 in home economics. Findings of a third-party evaluation of the projects included the following: (1) the curriculum articulation objectives of the projects were met in most all projects; (2) the three most common methods of curriculum articulation were course-to-course articulation; program articulation; and general education, college preparatory, or basic skills program development; (3) faculty participants indicated that communication among the three educational levels was the most rewarding project outcome; (4) the majority of the projects included coordination with student support services at the community-college level; (5) many programs reported difficulties in tracking students through the 2 2 2 process because of inconsistent student identification methods; (6) by spring 1991, there were 3,190 student participants statewide; and (7) characteristics of successful projects included an entrepreneurial director,

Community Colleges; Curriculum Development; Educational Planning; *Physical Sciences; *Science Education; Science Instruction; Science Tests; *Scientific Concepts; *Student Evaluation; Technical Education; Technical Institutes; Testing; Two Year Colleges; Two Year College Students

In December 1990, faculty members of the Greenville Technical College (GTC) Physical Sciences Department met to develop methods for improving student achievement and preparedness in the physical sciences. Given the variety of student preparedness levels and lack of data on student backgrounds, the faculty agreed that student achievement and preparedness should be monitored through an ongoing assessment program. As part of the new program, an assessment was conducted of 219 students enrolled in first-year physical science courses at GTC during the 1990-91 spring semester through administration of American Testronic's High School Subject Test (HSST) in Physical Science. The assessment focused on the pre-college preparation of GTC students compared with other students, GTC's effectiveness in improving physical science competency, the need for remediation in the physical sciences among GTC students, differences between transfer and vocational students, and the identification of particular physical science concepts with which a majority of GTC first-year students are unfamiliar. Study results included the following: (1) 25% of GTC students scored below the 50th percentile on the HSST; (2) male students at GTC scored 12.3% higher on the HSST than female students; (3) taking less than three science courses at the college level did not appear to effect students' scores on the HSST, however there was a positive correlation between the number of high school science courses taken and students' scores on the HSST; (4) students enrolled in the College Transfer and the Associate in Science degree programs appeared to score higher on the HSST than students in other programs; and (5) students scored lowest in concept areas traditionally taught in a high school physics course, which may be the result of the low enrollment in physics in South Carolina high schools. Data tables and a discussion of GTC assessment goals and ongoing assessment activities are included. (PAA)

ED 341 440   JC 920 101

Petrowsky, Michael C.; And Others
The Community College Economics Faculty in Arizona: An Instructional and Articulation Survey.
PUB DATE- Feb 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Course Content; Economics; *Economics Education; Educational Strategies; *Instructional Materials; *Prerequisites; Questionnaires; Student Placement; Test Format; Test Use; Two Year Colleges
IDENTIFIERS- *Arizona; *Faculty Attitudes

A survey was conducted of economics faculty at 16 community colleges in Arizona to identify common problems in the teaching of economics and to assist in course articulation and curriculum development. The survey examined faculty attitudes and concerns about placement exams, course sequencing, prerequisites, and such instructional issues as the use of textbooks, writing assignments, software, and audiovisual materials. Surveys were sent to 27 faculty members at 16

NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Individual Differences; *Infant Behavior; Infants; Measurement Objectives; Personality; *Personality Measures; *Psychometrics; Questionnaires; *Test Construction
IDENTIFIERS- *Baby Behavior Questionnaire; Irritability; Self Management (Psychology); *Toddler Behavior Questionnaire

This paper discusses the development of instruments to measure individual differences in behavior during infancy. The Infant Temperament Questionnaire (ITQ), which was designed to measure the temperament dimensions identified by the New York Longitudinal Study (NYLS), constituted the methodological starting point in the search for a dimensional description of infant temperament. The Baby Behavior Questionnaire (BBQ) was constructed and administered to 791 infants between 3 and 10 months of age. The Toddler Behavior Questionnaire (TBQ) was constructed and administered to 357 infants between 11 and 15 months of age. Identified factors were required to exhibit unidimensionality, that is, relationship to a unifying element; generality across several situations; and stability across samples. Seven factors identified in both instruments included intensity and activity, regularity, approach-withdrawal, sensory sensitivity, attentiveness, manageability, and sensitivity to new food. In addition, an adaptability factor was identified for the TBQ. These factors were not close replicates of NYLS dimensions. Although previous research suggested that a manageability factor would be representative of infant irritability, the identified manageability factor was unexpectedly constituted of a broad conglomerate of diverse behaviors. A list of 19 references is included. (BC)

ED 341 457 PS 020 010

Jewett, Janet
School-Based Early Childhood Centers. The Northwest Regional Educational Laboratory Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Child Development Centers; Classroom Environment; *Early Childhood Education; *Educational Quality; Family Programs; *High Risk Students; Leadership; *Program Descriptions; Public Schools; *School Community Programs; School Role; Staff Role
IDENTIFIERS- Alaska; Facilitators; Idaho; Montana; Oregon; Quality Indicators; Washington

This report presents a research-based framework for identifying high-quality early childhood centers. Quality in a school-based early childhood center is identified by: (1) classroom parameters, including curriculum and adult-child interaction; (2) client parameters, relating to children, families, and communities; and (3) school structure parameters, including class size, adult-child ratio, students' age groupings,

DESCRIPTORS- Business Education; *Course Descriptions; *Educational Objectives; Fine Arts; Foreign Countries; *High Schools; Home Economics Education; Industrial Education; Language Arts; Mathematics Education; Science Education; *Secondary School Curriculum; Second Language Learning; Social Sciences; Social Studies; Student Characteristics; Student Development
IDENTIFIERS- *Alberta

This program of studies contains the mandatory requirements of each course or program in the Senior High School curriculum for the province of Alberta. An introduction lists the desired goals of education and the standards related to students' development of desirable characteristics. The bulk of the document reviews the course areas of: (1) business education; (2) fine arts; (3) home economics; (4) industrial education, focusing on general courses; (5) industrial education, highlighting six career fields; (6) an integrated occupational program; (7) language arts; (8) mathematics; (9) other courses; (10) personal development; (11) science; (12) second languages; (13) social sciences; and (14) social studies. Sections typically include a statement of the objectives of the course area; a description of the courses offered, including optional courses; and a list of learning resources related to the courses. (BC)

ED 341 476 PS 020 249

The Ohio Early Childhood Curriculum Guide: Birth through Age Eight and The Early Childhood Identification Process: A Manual for Screening and Assessment.
PUB DATE- 91
NOTE- 334p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Cognitive Development; Communication Skills; *Curriculum Development; Curriculum Guides; *Decision Making; *Developmental Continuity; Early Childhood Education; Emotional Development; Language Acquisition; *Learning Activities; Learning Centers (Classroom); Literacy; Motor Development; Parent Participation; Physical Development; School Schedules; Student Evaluation
IDENTIFIERS- *Developmentally Appropriate Programs; *Ohio

Two guides for practitioners, one concerning early childhood curriculum and the other concerning the early childhood identification process are presented in this document. The curriculum guide, which constitutes the bulk of this package, approaches early childhood curriculum issues from the developmental perspective. The first section of the guide considers the foundations for an early childhood curriculum, including developmentally appropriate practice, and the role of the family in early childhood education. The second section reviews the factors that influence the decision making process in formulating a curriculum. Sections 3 through 5 discuss the needs of children in three age groups: birth to 3, 3 to 6, and 6 to 8. Each of these sections includes an overview of a learning environment; sample school schedules and room diagrams; a description of children's transitions from one activity or learning environment to another; and a series of charts and vignettes that illustrate children's development in cognitive, language-literacy, affective-communicative, and physical-motor domains. An extensive list of resources and administrators, children's librarians, child care providers, Head Start directors, State Department of Education early childhood consultants, and teacher educators. Definitions of several key terms and concepts are provided, including: developmental appropriateness, screening process, developmental screening tests, readiness tests, achievement tests, diagnostic tests, intelligence tests, delayed entry, retention, and extra-year program. The seven issues papers discuss: (1) readiness; (2) kindergarten entry age; (3) kindergarten entrance procedures; (4) developmental screening; (5) achievement testing; (6) retention; and (7) extra year programs. Included in each paper are discussions of current educational practices related to the issue, answers to questions to consider about the issue, recommendations for policy changes, strategies for bringing about change, and a list of sources. A total of 51 sources are provided. (GLR)

ED 341 494 PS 020 287

Phinney, Jean S.; Nakayama, Stephanie
Parental Influences on Ethnic Identity Formation in Adolescents.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Asian Americans; Blacks; Comparative Analysis; *Cultural Awareness; Ethnic Groups; *Ethnicity; High Schools; High School Students; Hispanic Americans; Minority Groups; *Parent Influence; *Self Concept; *Socialization

In a study of the relationship between parents' ethnic attitudes and socialization practices and the ethnic identity of their American-born children, 60 adolescents, aged 16 to 18 years, from 1 of 3 ethnic groups (Asian American, Black, and Hispanic) and one parent for each adolescent, were surveyed. The research was conducted to provide information on ethnic identity and self-esteem. The adolescents, who attended an ethnically diverse urban high school, were selected as scoring either high or low on ethnic identity. Parents of adolescents high in ethnic identity differed significantly from those with low ethnic identity in two ways: (1) the importance they attached to maintaining their cultural heritage; and (2) the extent to which they tried to teach their children ways of dealing with such problems as prejudice and discrimination. There were significant ethnic group differences in the socialization practices of parents; for example, Asian parents were most likely to talk to their child about the culture, and Hispanic parents were most likely to practice traditions in the home. All parents cited education as necessary, but Black parents stressed hard work and Asian and Hispanic parents emphasized fitting in and getting along with others. The parents of high-scoring teens provided more information to their children on all aspects of socialization that concerned ethnicity. Contains four references. (Author/LB)

ED 341 495 PS 020 290

Flavell, Marie V.
Early Intervention and Te Kohanga Reo: Working in Partnership.
PUB DATE- Sep 91
NOTE- 9p.; Paper presented at the Early Childhood Convention

DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Family School Relationship; Home Visits; Newsletters; Outreach Programs; *Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Conferences; Parent Workshops; Participative Decision Making; Social Support Groups; *Volunteers
IDENTIFIERS- Communication Strategies; Homework Assistance Programs

This compendium provides 73 programmatic approaches for involving parents in their children's education. These strategies demonstrate the broad range of ways in which principals and teachers communicate with parents and work to help them support their children's learning. The strategies are organized into six categories. The first is home-school communications, which includes approaches for introducing families to school policies and programs, ongoing communication, ways to create a "welcoming environment," ways to improve communication with hard-to-reach parents, and outreach strategies. Under the second category, parents as supporters of the school and their children's learning, approaches for recruiting volunteers and encouraging parent are approaches for recruiting volunteers and encouraging parent involvement, and ways for community businesses to acknowledge parent volunteers are described. Strategies discussed under the category of parents as teachers involve school-based workshops and information for parents, and specialized workshops in community settings. The parents as learners category includes approaches for providing homework assistance, encouraging outside reading, tutoring, recruiting parents to serve as mentors, and enhancing education outside of school. The fifth category, parents as advisors and decision makers, includes strategies for parent representation on committees and councils and the invitation of parental input. The last category, support systems that help schools expand parent involvement in education, provides strategies for school-based and community-based support systems. (GLR)

ED 341 513 PS 020 312

West, Jerry; And Others
Home Activities of 3- to 8-Year-Olds. Statistics in Brief.
PUB DATE- Jan 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Family Environment; National Surveys; *Parent Influence; *Reading Aloud to Others; Recreational Activities; School Readiness; *Television Viewing; *Young Children
IDENTIFIERS- *Family Rules; *National Household Education Survey

Information on children's activities in the home with other family members was collected in the 1991 National Household Education Survey. The premise of the survey was that readiness for school may be affected by experiences that children bring with them to the classroom. Data were collected by telephone from the parents and guardians of 13,892 children of 3 to 8 years between February and April of 1991. The overall response rate was 76.3 percent. Topics surveyed included reading, television viewing and related family rules, and the frequency of a variety of activities that take place in the home. Activities were chosen because of their close relationship to a child's preparation for learning in school. It was found that family members read to 35 percent of 3- to 8-year-olds on a daily basis, and only 7 percent of children of this age are never read to or are read to infrequently. Children not

(150)
DESCRIPTORS- *American Indian Education; American Indians; *Elementary Education; Elementary Schools; Elementary School Students; Financial Support; Hearings; *High Risk Students; *Parent Participation; Primary Sources; *Small Schools; *Special Education
IDENTIFIERS- Bureau of Indian Affairs Schools; Tribally Controlled Schools

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues in Native American education at the elementary school level. Issues and problems fell into the areas of: (1) the special needs of high-risk elementary students, the need for alternative programs, misdiagnosis of Native students into special education, the need for parent activism in the special education process, problems of fetal alcohol syndrome and emotionally disturbed children; (2) the impact of standardized testing, bilingual education issues, and the need for cultural education and culturally relevant programs; (3) barriers to parent participation and empowerment arising from teacher and administrator attitudes and from bureaucratic regulations at Bureau of Indian Affairs (BIA) schools; (4) unacceptable BIA funding practices, and financial problems impacting facilities, transportation, curriculum, and materials; and (5) accountability of tribal government and the BIA. Recommendations and working strategies are proposed. The benefits of small schools and low teacher-student ratios are discussed, particularly for low-achieving students and for students from more traditional tribal communities. (SV)

ED 341 532 RC 018 546

Middle Schools and High Schools. INAR/NACIE Joint Issues Sessions. National Indian Education Association (NIEA) Annual Conference (22nd, San Diego, California, October 16, 1990). 16, 1990).
PUB DATE- 16 Oct 90
NOTE- 18p.; In: The Indian Nations At Risk Task Force and the National Advisory Council on Indian Education Joint Issues Sessions Proceedings. See RC 018 538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; Boarding Schools; Community Programs; Cultural Education; *Dropout Prevention; Dropouts; Hearings; *High Schools; Intermediate Grades; *Middle Schools; Primary Sources; *Public Schools; Secondary Education; State Programs
IDENTIFIERS- *Bureau of Indian Affairs Schools; Tribally Controlled Schools

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues in Native American education at the middle school and high school levels. Issues and problems are: (1) factors contributing to high Native dropout rates, including teenage pregnancy, the stressful transition from tribal elementary school to public secondary school, substance abuse, and long commuting distances to school; (2) lack of Native parent and community involvement and empowerment in public schools; (3) lack of culturally relevant curriculum in public schools; (4) the shortage of certified Native teachers and difficulties in retaining teachers in authority between the curriculum and the teacher and students. Concluded is that although CSMP is a carefully designed curriculum that can potentially revolutionize teaching, the teacher needs the subject-matter knowledge to avoid a procedural use of the curriculum. (Author/MDH)

ED 341 550 SE 052 438

Knapp, Nancy F.; Peterson, Penelope L.
What Does CGI Mean to You? Teachers' Ideas of a Research-Based Intervention Four Years Later. Elementary Subjects Center Series, No. 48.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Inservice Education; Mathematics Education; *Mathematics Instruction; *Program Evaluation; Qualitative Research; Teacher Attitudes; Teacher Behavior; Teacher Education; *Teacher Workshops; Teaching Methods
IDENTIFIERS- *Cognitively Guided Instruction; Subject Content Knowledge

Interviews were conducted with 20 out of 40 primary teachers who, 3 or 4 years earlier, had participated in inservice workshops on Cognitively Guided Instruction (CGI), a research-based approach that emphasizes using children's mathematical knowledge to teach mathematics and who had consented to do the interviews. Although all but one teacher were still using CGI to teach mathematics, their use varied widely from occasionally or supplementally to mainly or solely. Teachers' use was significantly related to ideas about what it means to "know" mathematics, how students learn mathematics, and what responsibilities and roles teachers and students have in learning mathematics. Three patterns of change in CGI use emerged: Group 1 teachers reported a steady, gradual increase to reach their current main or sole use of CGI; Group 2 reported having never used CGI more than supplementally or occasionally and were settled in that use; Group 3 reported using CGI in earlier years but now using it only supplementally or occasionally. These patterns of use were related to the meanings that teachers had constructed for CGI. In their espoused beliefs and practices, Group 1 described CGI conceptually; Group 2 described CGI procedurally, as using manipulatives or word problems; while Group 3 showed a marked incongruity between their espoused beliefs and espoused practices. (Author/MDH)

ED 341 551 SE 052 460

Peterson, Penelope L.
Revising Their Thinking: Keisha Coleman and Her Third-Grade Mathematics Class. Elementary Subjects Center Series, No. 49.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Education; Scientific and Technical Information; Secondary Education; *Technological Literacy
IDENTIFIERS- *Technology Education

This paper is based on the proposition that technology education provides a fundamental and workable framework (or curriculum construct) that can facilitate the development of improved capability in mathematics and science on the part of the student. The potential for such a workable framework in the process of having technology education play such a role is made self-evident by the strong linkages and relationships that exist between technology, mathematics, and science. In the contextual framework of using science and mathematics to understand technology, there is a very important educational principle in operation. The "how" of the interface between technology education and the disciplines of mathematics and science is in reality the bottom line in the educational process. It consists of the strategies and instruction processes that bring the principles of mathematics and science into the study of technological accomplishments for greater understanding on the part of the student. Some insights, in very practical terms, on how the "how" might be approached are provided. (KR)

ED 341 570 SE 052 617

Maley, Donald
Technology Education-A Holistic Approach in a General Education Framework.
PUB DATE- 86
NOTE- 21p.; For related documents, see SE 052 613-614, ED 234 019 and SE 052 616-620.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *General Education; *Integrated Curriculum; Mathematics Education; Science Education; Scientific and Technical Information; Secondary Education; *Technological Literacy; *Values
IDENTIFIERS- *Technology Education

This paper discusses several important issues and concerns associated with the topic of technology education. These topics include: (1) the nature of technology education; (2) the technology and science argument; (3) technology education and general education; (4) technology as a holistic approach; and (5) technological literacy and general education. This discussion attempts to weave each of the above into a fabric for understanding, as well as practice for technology educators, as a needed component in general education. The discussion is based on the premise that there is a role for technology education in the general education framework and secondly, the vital role of technology education is establishing a holistic approach that provides a setting for the integration of the other general education subjects. (KR)

ED 341 571 SE 052 618

Smith, Kenneth L., Ed.
Manufacturing. Technology Education-Mathematics and Science Interface Project.
PUB DATE- 88
NOTE- 154p.; For related documents, see SE 052 613-614, ED 234 019 and SE 052 616-620.

DESCRIPTORS- Educational Objectives; Equal Education; Higher Education; *High Schools; Historiography; *History Instruction; Student Educational Objectives; *Teaching Experience; *Teaching Methods; *Thinking Skills; Undergraduate Study

In this book, a professional historian provides a personal narrative of how he thinks about teaching history. While the historian's experience seems, at first glance, to be removed from that of secondary teachers, it is to such teachers that his account is directed. The historian stresses that the essential questions about teaching history are the same at all levels. The document opens the practice of a historian to view, and in so doing asks teachers to examine their assumptions about their work. The historian's own assumptions about teaching history include: student misconceptions must be explored, not ignored; teachers must be models of mindfulness; strong teaching includes values and choices; a "basic skills" approach postpones learning; the meaning of "higher order skills" must be reexamined; authentic materials prompt thinking; and students know more than educators think. A 29-item list of references is included. (DB)

ED 341 590 SO 021 167

Roberts, Brian A.
Sociological Reflections on Methods in School Music.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Sociology; Elementary Secondary Education; Foreign Countries; Learning Theories; *Music Education; Teaching Methods
IDENTIFIERS- *Sociology of Knowledge

Written from a sociology of education perspective, this article seeks to answer four questions about teaching methods in music education: (1) to what extent music teachers view the formulation of their method of teaching as a type of content, rather than simply a strategy for the delivery of knowledge; (2) whether the content selected for schools is appropriate for today's students; (3) What is the nature of conscious or unconscious decisionmaking? and (4) How is music education "socially-distributed"? and What importance does this play in the selection of musical knowledge? An 18-item list of references is included. (DB)

ED 341 591 SO 021 362

Stivison, David V.
The U.S. Supreme Court's Philadelphia Decade.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizenship Education; Court Litigation; *Court Role; Federal Courts; Government (Administrative Body); Laws; Legal Problems; Social Studies; *United States History
IDENTIFIERS- *Pennsylvania (Philadelphia); *Supreme Court

Before Washington, D.C. became the permanent home of the United States Supreme Court, first New York and then Philadelphia hosted its meetings. From 1791 to 1801 the Court met in Philadelphia. This paper reviews the highlights of the Court's

Delivery of Health Care and Human Services"; "Inter-Ethnic Relations"; "Multi-cultural Education"; and "Ethnicity in Pennsylvania: Looking Ahead." The policy recommendations that are made on each of these topics are included. The texts of the welcoming remarks by Mark S. Singel and keynote addresses by Michael Novak and Niara Sudarkasa also are provided. (DB)

ED 341 613 SO 021 794

Moral and Civic Education and Teaching about Religion. Handbook on the Legal Rights and Responsibilities of School Personnel and Students in the Areas of Moral and Civic Education and Teaching about Religion. 1991 Revised Edition.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Codes of Ethics; Elementary Secondary Education; Ethical Instruction; Legal Responsibility; *Moral Values; *Religion Studies; *State Standards; Student Responsibility; Student Rights; Teacher Responsibility; Teacher Rights
IDENTIFIERS- *California

This handbook makes clear what the legal rights and responsibilities of California teachers and students are with regard to moral and civic education. For example, the duty of teachers concerning the instruction of pupils in ethics, morals, manners, religion and democratic principles is explained through discussion of the values that teachers are responsible for teaching. The handbook includes information on the legalities of these issues and quotes significant excerpts from several legal sources, including the State of California and Federal Constitutions. The handbook also makes the distinction between teaching about religion, which is constitutionally allowed, as opposed to instruction in religion, which is not allowed. (DB)

ED 341 614 SO 021 799

Thomas, Jackie
My Dog's Name is Snoopy: Personal Symbolism and Joan Miro--A Model for Planning Learning Situations in Aesthetics, Art Criticism, Art History and Art Production.
PUB DATE- 90
NOTE- 51p.; Paper presented at the Annual Meeting of the National Art Education Association (Kansas City, MO, April 8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Criticism; *Art Education; *Art History; Creativity; *Educational Philosophy; Elementary Secondary Education; *Teaching Methods; Visual Arts
IDENTIFIERS- Discipline Based Art Education

The four content areas of discipline based art education (aesthetics, art criticism, art history, and art production) should be addressed in every art education unit planned and taught to students. All four content areas are addressed in the

the federal sector, the regulatory and curricular sector, the professional associations sector, the advocacy sector, and all the many elements that make up the art world itself. (KM)

ED 341 635   SO 021 946

Stokrocki, Mary
Problems in Interpreting Meaning in Multicultural Settings; Authority in Art Education.
PUB DATE- 91
NOTE- 16p.; Paper presented at the Annual Meeting of the United States Society for Education through Art (Columbus, OH, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Cultural Awareness; *Data Interpretation; Ethics; Ethnography; Higher Education; *Interpretive Skills; *Research Methodology; *Research Problems

This articles explores authoritive problems in interpreting art education in research, namely authorization and authorship. Authorization rites and rights are now under institutional surveillance. A researcher should proceed with ethical fairness. The process of authorship is one of the negotiation of conflicting meanings, and at times subject to "overinterpretation" due to differences in theoretical traditions. Authority is rarely singular, especially after editorial review, and is actually a collective voice of experts and participants. In building an argument, a researcher can rely on different levels of authority: personal experience and expert opinion, dialogous consensus, and a polyphonic or triangulated interpretation. The latter types become more significant for a postmodern world. Authority, therefore, is a shared experience and responsibility. (KM)

ED 341 636   SO 021 947

Labadie, John Antoine
Establishing Petroglyphs and Pictographs as a Record of Artistic Activity: The Case for the Inclusion of Rock Art in Art History and Art Education.
PUB DATE- 91
NOTE- 10p.; Paper presented at the Annual Meeting of the United States Society for Education through Art (Columbus, OH, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Appreciation; *Art Education; Art Expression; *Art History; Creative Expression; *Curriculum Development; *Global Approach; Higher Education; *History; Painting (Visual Arts); Secondary Education
IDENTIFIERS- Petroglyphs; Pictographs; *Rock Art

The study of Native American rock art should be more fully incorporated into art education and art history curricula, especially at the precollege level. Rock art is a sensitive reflection of the culture from which it sprang, it provides one of the most direct links with ancient lifeways and ideas recorded by early ancestors, and as a form of artistic expression it is a world wide phenomena. The development and promotion of enhanced curricula and related programs should be placed high on the national agenda for art education reform. At this time, some archaeologists, anthropologists, and art educators are working on this, but for the most part their

PUB DATE- Oct 91
NOTE- 23p.; Paper presented at the Amual Meeting of the
Midwestern Educational Research Association (13th, Chicago, IL,
October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Case Studies; *Classroom
Environment; *Cultural Awareness; Ethnography; Grade 6; Higher
Education; Individual Differences; Intermediate Grades; Middle
Schools; Minority Group Children; Minority Group Teachers;
*Multicultural Education; Teacher Education Programs; *Teacher
Effectiveness; *Teacher Student Relationship
IDENTIFIERS- *Culturally Responsive Education

This paper addresses the issue of multiculturalism in public schools and the role teacher education programs play in preparing teachers to create, implement, and evaluate curriculum and instruction responsive to the educational needs of diverse learners. Ethnographic interviews and observations were utilized to present a case study which investigates how teachers can restructure and develop a classroom where, regardless of a learner's background, the student's social, academic, and personal development are maximized. The case of Josefina Guzman, a teacher whose sixth grade classroom reflects culturally responsive pedagogy, describes Josefina's background and her conceptions of self/other, teacher/student social relations, knowledge, teaching methods, and interpretation of culturally responsible pedagogy which asserts the importance of students' individual identities. Ms. Guzman's model is supported by findings of the success of similar programs targeting excellence for minority and underachieving youth. (LL)

ED 341 656 SP 033 539

Parscal, Jeannie N.
"Katherine With-a-K and Little Nato": A Case Study of Culturally
Responsible Pedagogy.
PUB DATE- Oct 91
NOTE- 23p.; Paper presented at the Amual Meeting of the
Midwestern Educational Research Association (Chicago, IL,
October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- At Risk Persons; Case Studies; *Classroom
Environment; *Cultural Awareness; Ethnography; Grade 6; Higher
Education; *Holistic Approach; Intermediate Grades; Middle
Schools; Minority Group Children; Multicultural Education;
Preservice Teacher Education; Relevance (Education); *Teacher
Effectiveness; Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Culturally Responsive Education

This case study, one of four, is part of a larger study, "Ethnographic Case Studies of Culturally Responsive Pedagogy (CRP) of At-Risk Students in Middle School Classrooms." The study provides relevant case literature regarding CRP for the enhancement of preservice teacher education and describes the characteristics of a multicultural classroom in "Little Nato," a transitional, urban area, where the teacher, Katherine, practices the philosophy, theory, development, and application of holistic education and CRP. CRP is defined as the

DESCRIPTORS- *Academic Achievement; Federal Legislation; High Schools; *High School Students; Literature Reviews; *Mainstreaming; *Regular and Special Education Relationship; *Special Education; Teaching Conditions; Teaching Methods; *Team Teaching

A service delivery model that could unite general and special education is cooperative teaching. Cooperative teaching is an educational approach in which general and special educators work in coactive and coordinated fashion to jointly teach academically and behaviorally heterogenous groups in educationally integrated settings. There is considerable research evidence which suggests that this kind of approach provides benefits in terms of academic achievement and positive self-concept to both regular and special education students. In addition, benefits can accrue to both the special education and the regular education teacher in the form of improved practice, relief from stressful conditions, and collegial interaction. Twenty references are appended. (IAH)

ED 341 676 SP 033 567

Hambrick, Kimberly, Ed.
Making Connections II: Four Educational Perspectives. Symposium Proceedings (2nd, Roanoke, Virginia, November 7-9, 1991). Occasional Paper No. 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Critical Thinking; Educational Research; Elementary Secondary Education; *Instructional Innovation; *Science Instruction; Student Evaluation; Teacher Student Relationship; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Jigsaw Method; *Philosophy for Children (Lipman); *Reciprocal Teaching

New discoveries about the brain and how it functions and significant findings from process/product research have major implications for the teaching profession. Connecting these discoveries and findings with classroom methods was the focus of the second annual Making Connections symposium. These proceedings from the symposium provide four overviews of programs developed by innovative educators: (1) "Integrating Dynamic Assessment and Instruction" (Joseph Campione); (2) "As the Curriculum Turns: California's Yesterday is Baltimore's Tomorrow" (Nancy Karweit); (3) "Philosophy for Children" (Matthew Lipman); and (4) "Reciprocal Teaching" (Annemarie Palincsar). The publication also includes comments from the symposium planners and a section on evaluation which describes procedures and results of an evaluation of the symposium's impact on participants. Appendices include biographies of the presenters and examples of the evaluation forms used. (IAH)

ED 341 677 SP 033 568

Smith, Gary R.
Building a Knowledge Base Using the Computer To Respond to Information Processing Tasks of the NCATE Review.
PUB DATE- Jan 92
NOTE- 12p.

Districts; School District Spending; School Funds; *School Statistics; School Taxes; State School District Relationship; Tables (Data)
IDENTIFIERS- *Alberta; *Canada

This report provides data on assessment and requisition for Alberta (Canada) school jurisdictions for the 1987-88 school year (1988 fiscal period). It also contains information on debenture borrowing, and financial statements for school districts and counties. Assessment and requisition data include a provincial summary; other information is provided by jurisdiction only. Division and district data are given for the school fiscal year from September 1987 to August 1988, while county information is reported on a calendar year. Data are grouped as follows: (1) assessments and requisitions; (2) debenture borrowing; and (3) financial statement data. In all, there are 110 tables. (SLD)

ED 341 696 TM 017 833

Proficiency-Based Credit Assessment: A National and Statewide Survey of Use.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Oct 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; *Educational Assessment; Educational Improvement; *Equivalency Tests; Experiential Learning; *High School Equivalency Programs; High Schools; Mail Surveys; National Surveys; Prior Learning; School Districts; State Surveys; *Student Evaluation; Student Placement; *Testing Problems; Test Use; Use Studies
IDENTIFIERS- *Proficiency Based Credit Assessment; United States; Utah

In recent years a movement has developed at the high school level to address issues of cost and educational improvement through Proficiency-Based Credit Assessment (PBCA). With PBCA, students can receive credit by demonstrating their proficiency without actually taking a course. A national mail survey conducted by the Utah State Office of Education to determine the current scope and use of PBCA in secondary school education found that 16 states (40% of the 40 respondents) had a policy that provided direction for use of PBCA for high school credit, but only five states had specified tests or evaluation procedures. In general, the responsibility for determining how credit could be earned was left to the districts. A survey of the 40 Utah school districts (80% response rate) determined that seven districts were currently using PBCA, and three had developed assessment instruments independently of state resources. Recommendations include: (1) centralized PBCA assessment procedures; (2) a system development committee; (3) use of end-of-course tests and item pools to create assessments; (4) emphasis on subject methodology over subject-matter content; (5) a needs assessment/marketing component; (6) making PBCA attractive to district educators; (7) making PBCA attractive to students; and (8) recognizing and promoting external resources in developing programs. Ten references are listed, and three appendices provide the surveys used in the study. (SLD)

ED 341 697 TM 017 834

Gerald, Debra E.; Hussar, William J.

important choice is what to assess and whether to align assessment to the vision of curriculum reform or to the curriculum that students are actually experiencing. Another issue includes whether assessment should be aligned to what is to be assessed or to what we know how to test. Once assessments are constructed, sampling strategies must be carefully considered. Assessments that serve accountability purposes are more expensive than those that serve only descriptive purposes. The distinction between norm-referenced and criterion-referenced assessment is another issue that must be considered. The desire for international comparisons is an additional aspect that creates real problems in national assessment. Another dilemma is whether student performance is all that must be assessed, or must inputs and procedures be assessed as well? The 6 goals and 26 objectives defined by the President and the governors will only be useful if they are widely shared and widely recognized as achievable and worth the cost. A 21-item list of references is included. (SLD)

ED 341 715 TM 017 900

Schroeder, David H.
The Construct Validity of the Rod and Frame Test.
PUB DATE- Aug 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Aptitude Tests; Career Counseling; Cognitive Style; *Cognitive Tests; *Construct Validity; Correlation; Factor Analysis; Females; Males; Multiple Regression Analysis; Sex Differences; *Spatial Ability; *Visualization
IDENTIFIERS- Johnson O Connor Aptitude Tests; *Rod and Frame Test; Test Batteries

This study examined the construct validity of the Rod and Frame Test (RFT). Subjects were 554 clients (269 males and 285 females) (aged 14 to 65 years) of the Johnson O'Connor Research Foundation (JOCRF), a vocational guidance service. In a battery of diverse ability and style tests (19 tests of the JOCRF battery and 4 tests of cognitive style), the RFT's highest correlations were with spatial visualization. Also, in a principal components analysis, the RFT loaded 0.59 on a spatial ability factor and did not load on any other factors. A multiple regression of the RFT on the cognitive ability tests, however, yielded a multiple correlation of only 0.35. It is concluded that the RFT measures a type of visuospatial ability that is related to other spatial abilities, but is also, to a considerable extent, unique to itself. There is some evidence that the RFT may be more strongly related to spatial visualization among men than among women. A table lists correlations between the RFT and the other ability and style tests. A 10-item list of references is included. (Author/SLD)

ED 341 716 TM 017 901

Schroeder, David H.
Is Cognitive Style Bipolar?
PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15,

(ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; National Programs; National Surveys; Productivity; *Standardized Tests; State Programs; *Testing Problems; Testing Programs; Test Use
IDENTIFIERS- *Mandated Tests; National Assessment of Educational Progress; *Quality Indicators; Reform Efforts

The thesis of this paper is that achievement tests have changed their primary function from serving as indicators of educational accomplishments to becoming instruments of educational policy, and have thus come to be regarded as effective means of altering educational achievement and productivity. This assertion is explored by using examples of research and development from state (primarily Colorado and Texas) and national testing activities. The paper also considers how these alternative functions affect system behavior, legitimate policy inferences, the technical requirements of tests, and the understanding of educational quality. On the national testing scene, the attempt to use college entrance examinations like the SAT to rank states on outcomes from best to worst without regard to socioeconomics, mobility, or student ethnicity has begun the transformation of the National Assessment of Educational Progress (NAEP) from an indicator to a reform effort, partly because state-by-state reporting of test results would undoubtedly drive states to attempt to increase their relative standings. The danger in allowing the NAEP to become a single measure of performance is that it can produce anomalous results. Research analysis of the actual functions of tests should become a regular part of the implementation or strong modification of major testing programs. Two tables, 2 figures, and a 29-item list of references are included. (SLD)

ED 341 734 TM 017 930

Bock, R. Darrell
The Graded Mark-Point Method of Scoring Performance Exercises and Open-Ended Items.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Evaluators; Grade 12; *Grading; High Schools; High School Seniors; *Item Response Theory; National Programs; Scaling; *Science Tests; *Scoring; Student Evaluation; Testing Programs
IDENTIFIERS- *Graded Mark Point Scoring; Open Ended Questions; *Performance Based Evaluation

The scoring method that will be applied in the current 12th-grade science assessment project of the National Science Foundation and the Office of Educational Research and Assessment is described. The method, "graded mark-point" scoring, is modeled after procedures developed by P. Tamir for use in the

SPONS. AGENCY- Bureau of the Census (DOC), Suitland, Md.; Harry Frank Guggenheim Foundation, New York, N.Y.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; Social Science Research Council, New York, N.Y.; Wenner-Gren Foundation for Anthropological Research, Inc., New York, N.Y.
PUB DATE- May 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Cocaine; Crack; Crime; *Drug Addiction; *Ethnography; Field Studies; Heroin; *Illegal Drug Use; Naturalistic Observation; Participant Observation; *Puerto Ricans; Social Problems; *Subcultures; Urban Environment; Urban Problems
IDENTIFIERS- African Americans; *New York (East Harlem)

This paper contains ethnographic participant-observation field notes taken on a one-night visit to a "shooting gallery" in East Harlem (New York City) along with background information and commentary. East Harlem, also referred to as "El Barrio" or Spanish Harlem, is a 200-square block neighborhood on the upper East Side of Manhattan in New York City where the population is 40 to 45 percent African American, and the rest Puerto Rican. A traditional New York "shooting gallery" is a place that tends to be frequented by elderly, broken-down heroin "junkies"; these places are distinct from the "crack houses", which cater to a younger clientele who do not identify themselves primarily as addicts despite daily consumption of drugs. The bulk of the paper consists of a narrative of the conversations, actions, and relationships encountered that night. A short conclusion offers a larger commentary on the social conditions that breed the "shooting gallery" culture as well as a discussion of the usefulness and limitations of the ethnographic approach to the problem. (JB)

ED 341 752 UD 028 513

Urban Profiles in Prevention: A Descriptive Summary of Prevention Programs in Urban School Districts in the Western Region.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Alcohol Abuse; *Drug Abuse; Elementary Secondary Education; *Prevention; Program Descriptions; Program Effectiveness; Program Evaluation; Regional Cooperation; School Community Relationship; *School Districts; *Urban Schools
IDENTIFIERS- *United States (West)

This document describes 18 drug use prevention progams in metropolitan urban school districts in the following seven western states: (1) California; (2) Hawaii; (3) Idaho; (4) Montana; (5) Nevada; (6) Oregon; and (7) Washington. Each description outlines the level of commitment of each urban district, abilities within each program to collaborate with surrounding communities and multiple agencies, and ongoing efforts to assess and evaluate the progress of their efforts. The 18 programs include the following: (1) Berkeley (California) Unified School District (USD); (2) Fresno (California) USD; (3) Long Beach (California) USD; (4) Los

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Accountability; Blue Ribbon Commissions; Delivery Systems; Educational Change; Educational Economics; Educational Quality; Higher Education; Labor Force Development; *Needs Assessment; *Policy Formation; *Postsecondary Education; Statewide Planning
IDENTIFIERS- *Minnesota

Commissioned by the governor of Minnesota, a study was done of the state's current resources, and future needs with a view to planning an integrated, efficient and effective system of post-secondary education. Through a series of eight meetings and visits to over 70 campuses where commissioners talked to students, educators, policy makers and citizens, the commission found that, though Minnesota has a good post-secondary education system, changes must take place to help maintain the competitive edge, that economic survival depends on a well educated work force, that higher education will be expected to better meet the needs of its customers with the same or fewer resources, and that basic assumptions about the way higher education is structured, administered and delivered need to be re-examined. The commission's recommendations fell into five categories: (1) post-secondary education must focus on the needs of its customers; (2) quality should be determined by the customer and be stated in customer outcomes; (3) taking steps to refine access; (4) leveraging change through funding and other policies; and (5) clarifying and missions and creating a structure to enhance quality, access and meeting the customer's needs. Four figures and a list of commission members are included. (JB)

PUB DATE- 19 Jul 91
NOTE- 241p.; Serial No. 102-69. For related documents, see HE 025 227-229. Some pages contain small/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; Educational Finance; *Educational Legislation; Educational Opportunities; *Educational Planning; *Educational Policy; Educational Quality; Enrollment; Equal Education; *Federal Legislation; Grants; Hearings; *Higher Education; Loan Default; Needs Assessment; Postsecondary Education; Program Evaluation; Student Financial Aid; Universities
IDENTIFIERS- *Higher Education Act 1965; *Wisconsin

This document presents testimony and statements from one of a series of Congressional field hearings intended to critically review all the programs associated with the Higher Education Act of 1965. Among issues addressed in the testimony and prepared statements are: how the United States can maximize the number of students, including non-traditional students and first generation students, in postsecondary education; how the United States can encourage more students to pursue graduate studies, including women and minorities in under-represented fields; means of improving the financial aid system in order to reach the entire spectrum of middle America; ways of improving educational quality; and means of allowing students to choose from among the entire spectrum of postsecondary opportunities while minimizing loan defaults. The testimony and statements also include numerous observations concerning the status of higher education in the State of Wisconsin. Persons testifying including the governor of the state the Hon. Tommy G. Thompson as well as top administrators from several Wisconsin universities and colleges, two directors of financial aid, the director of the Wisconsin Board of Vocational Technical and Adult Education, and several students. Forty prepared statements, letters, and supplemental materials are included. (GLR)

Universities; Student Educational Objectives; Success; Undergraduate Study
IDENTIFIERS- *University of California Davis

A study was done of the postgraduate studies, occupations and impressions of the University of California Davis graduates of 1989-90. Those students witnessed a period of dramatic growth in enrollment and an increase in ethnic diversity at a time of strained resources and facilities at Davis. In four mailings a survey was sent to 3,016 graduates of whom 53 percent responded. Results of the survey found that 43 percent were in graduate or professional schools and over half were working full-time. Upon gradation women continued their education at about the same rate as men. Graduates rated their preparation at Davis for graduate school very highly with the mean rating at 4.22 on a five-point scale. Two of the largest career categories for Davis graduates were biological sciences and engineering. Annual salaries of 1989-90 graduates averaged $25,400. A majority also reported that their education prepared them very well or more than adequately for their current employment rating preparation in writing, problem-solving and research skills most highly. Graduates were most satisfied with the academic environment over all, were highly satisfied with faculty instruction, were generally satisfied with campus programs and services, and were unhappy with the racial harmony on the campus. Included are 15 tables. (JB)

(Philip Baram); (5) "Support for Distance Education" (John Evans); and (6) "Distance Education" (issues and practices, focusing on Deakin University's approach to distance education--David Edge). (7 references) (DB)

ED 341 369   IR 015 369

Lis, Jeanette Christie
Teaching Elementary School Teachers To Use Logo with Gifted Students.
PUB DATE- Jun 88
NOTE- 158p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academically Gifted; *Computer Literacy; Elementary Education; *Elementary School Teachers; Inservice Teacher Education; Learning Activities; Mainstreaming; Microcomputers; Postsecondary Education; *Programing; Surveys; Teacher Attitudes; *Teacher Workshops
IDENTIFIERS- *LOGO Programing Language

This study addressed the problem of meeting the needs of elementary school gifted students in mainstream computer literacy instruction. The objectives of the study were to provide the teachers with a knowledge of Logo commands and concepts, and to help them develop a positive attitude toward the use of Logo. Twelve workshop sessions were held for a group of eight teachers. The teachers received instruction in the computer programming language, Logo, based on a study guide and sample programs. The guide contains theoretical background information about Logo, and related Logo activities that were designed to serve as a reference for developing additional activities. Teachers surveyed after the workshops indicated that they had adequate knowledge and materials to teach Logo. During the 3-week period after the workshop, all of the teachers used Logo activities at least once. These results indicate that the workshops, study guide, and sample programs provided the teachers with the confidence and ability to incorporate Logo into mainstream computer literacy instruction. Appendices contain the study guide, workshop lesson plans, program listings, and recommendations for workshop facilitators. (22 references) (Author/DB) report provides an overview of the literature entered into the ERIC database in 1989 on computer use in elementary and secondary education, adult education, and special education. Higher education is excluded from the report. The bibliography is divided into four sections: Computer Assisted Instruction--Overview Documents, Special Applications, Subject Applications, and Special Populations. The first section contains abstracts for documents that provide a general discussion of computer assisted instruction (CAI). The second section covers artificial intelligence, computer equity, computer literacy, computer simulation, copyright, counseling and guidance, interactive video, management/administration, research, software evaluation, telecommunications, testing, and trends. The third section encompasses business, English as a second language and foreign languages, fine arts, language arts, the Logo programming language, mathematics, programming, reading, science, social studies, vocational education, and writing. The fourth section contains abstracts on adult education, disabled learners, distance education, learning disabled, and preschool education. Within each section, items are listed alphabetically by personal author, editor, or corporate author and contain the document title, publication date, number of pages, price, type of document, descriptors, and abstract. An author index and information on ordering documents from the ERIC Document Reproduction Center conclude the document. (DB)

the relentless advancement of computing capabilities, and the seemingly endless proliferation of electronic data have had a profound impact on research libraries, this Systems and Procedures Exchange Center (SPEC) kit explores the extent to which these technologies have come together to form "scholarly information centers" in research libraries. A survey of Association of Research Libraries (ARL) member libraries was conducted in October 1990 to gather information about how research libraries are dealing with the impact of the "electronic revolution" on user services, from equipment and organization to funding and the role of professionals. Based on the data received from the 86 institutions that responded to the questionnaire, this report presents a summary of the survey and its findings, a copy of the questionnaire, and selected survey data. Examples of programming and policy statements, facilities descriptions, user guides, and marketing and publicity announcements are then presented. These materials, which make up the major part of the report, were contributed by the following survey respondents: University of California-San Diego; University of California-Santa Barbara; Colorado State University; Dartmouth College; University of Miami; Northwestern University; University of Pittsburgh; University of Southern California; University of Texas-Austin; Texas A&M University; and University of Western Ontario. (MAB)

ED 341 405   IR 053 907

Some Books about Alaska Received in 1990.
PUB DATE- Jun 91
NOTE- 18p.; For the 1988 bibliography, see ED 313 298.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Adults; Annotated Bibliographies; *Area Studies; Bibliographic Records; Childrens Literature; Elementary Secondary Education; *Fiction; Learning Resources Centers; Library Material Selection; *Nonfiction; Public Libraries; Reading Materials; Resource Materials; *State History
IDENTIFIERS- *Alaska; *Arctic

This annual bibliography of Alaska- and Arctic-related publications received by the Alaska Division of State Libraries is divided into three categories. There are 26 titles in the "Juvenile Fiction" section, 122 in the "Adult Non-Fiction" section, and 19 in the "Adult Fiction" section. Government publications are generally not included, although a few Alaska state and Canadian documents of general interest are noted for special emphasis or to alert users of the guide to titles that might be of interest. Short annotations are given for each item, including publishing information, price, and a brief indication of the subject matter. An asterisk accompanies those titles that are deemed to be most worthy of consideration for first purchase by small and medium-sized public libraries and school library media centers. (MAB) administrative support, and an advisory council of representatives from all educational segments. This two-part evaluation report examines career education and teacher education projects separately. Brief report summaries for each of the projects, a series of recommendations, and student tracking tables are included. (PAA)

ED 341 422 JC 920 078

Pham, Nga
Rancho Santiago College Graduate Student Survey. Research, Planning, Resource Development Report.
PUB DATE- Sep 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; *College Graduates; College Outcomes Assessment; Community Colleges; Educational Certificates; Education Work Relationship; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Attitudes; Two Year Colleges; Two Year College Students; *Vocational Followup
IDENTIFIERS- *Rancho Santiago College CA

In spring 1991, a survey was sent to all 937 1989-90 Associate in Arts/Science (AA/AS) graduate and certificate recipients of Rancho Santiago College (RSC) to identify their current activities and to obtain their opinions about the college experience at RSC. Study findings were based on 374 usable responses, 81% from AA/AS degree recipients and 19% from certificate recipients. Findings included the following: (1) 63% of the AA/AS degree recipients and 43% of the certificate recipients were enrolled at another school, and of these, 71% and 68%, respectively, stated that RSC prepared them well for upper-division work; (2) in terms of skills acquired while at RSC, "becoming acquainted with different fields of knowledge" received high ratings, while "using the library for research" received lower ratings; (3) of graduates still in school, 84% of the AA/AS recipients and 78% of the certificate recipients were working 20 or more hours per week, while among graduates who were not in school, 94% of the AA/AS recipients and 85% of the certificate holders were employed; (4) 68% of the AA/AS degree recipients and 76% of the certificate recipients reported being employed in areas related to their field of study at RSC; (5) 95% of the AA/AS degree recipients and 92% of the certificate recipients reported that instruction at RSC prepared them for work; (6) only 2% of the graduates were not pleased with their experiences at RSC; (7) highest satisfaction ratings for RSC services were for admissions and registration, while job placement received significantly lower ratings; and (8) graduates reported very low involvement in RSC extracurricular activities; and (9) more women and younger students were among the AA/AS degree graduates, while certificate recipients were 62% male. (PAA) community colleges statewide, and 18 usable surveys were returned for a 66% response rate. Study results included the following: (1) close to 75% of the faculty agreed that an appropriate score on placement exams should be a prerequisite to taking an economics course; (2) over 75% of the faculty teaching in the Maricopa County Community College District (MCCCD) expressed a desire to see both microeconomics and macroeconomics courses renumbered to a higher level; (3) over 70% of the respondents indicated that some algebra was used in microeconomics and macroeconomics, and two-thirds of the faculty were in favor of a math prerequisite; (4) close to 80% of the respondents made use of study guides, and over 80% required writing assignments; (5) the most common ancillary materials used to supplement textbooks were newspaper or magazine articles; (6) 70% of the respondents indicated that they seldom or never used audiovisual materials for instruction, and almost 90% reported never using computer software; and (7) over 90% of the faculty stated that they tested at least four times each semester. Data tables and the survey instrument are included. (PAA) evaluation techniques, and staff qualifications and training. An overview of 23 early childhood centers in Oregon, Washington, Idaho, Montana, and Alaska is provided in tabular form, and regional trends in early childhood education are identified. Factors which facilitate improvement of early childhood practices in schools include state and district support, leadership of school principals, advocacy by staff, willingness of staff to change, and emergent needs of clients. Factors which inhibit improvement of early childhood practices include lack of state or district support, state legislation supporting counteracting policies, curriculum control by district committees, lack of resources, and staff resistance to change. Plans for facilitating future development of school-based early childhood centers are described. An appendix summarizes interviews with administrators at 30 early childhood centers in the 5 northwest region states. A list of 24 references is included. (BC) bibliographic items is provided. An appendix includes descriptions of two parent involvement programs in Ohio, a list of agencies and organizations involved in early childhood education, a reprint of sections of a text describing developmentally appropriate practices for children, and a copy of the Ohio Department of Education Rules for Preschool Programs. The separately published manual for screening and assessment activities for preschool and kindergarten children that accompanies the curriculum guide is designed to assist school districts in developing and implementing procedures for identifying the individual learning needs of preschool and kindergarten children, including those who may later be identified as handicapped or at risk. The manual outlines major considerations involved in undertaking screening and assessment activities for young children, describes various approaches to screening and assessment, and discusses considerations linking assessment to intervention. (BC)

(5th, Dunedin, New Zealand, September 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; *Childhood Needs; *Early Intervention; Foreign Countries; *Government School Relationship; *Native Language Instruction; Preschool Education; *Special Needs Students; Young Children
IDENTIFIERS- Maori (Language); Maori (People); *New Zealand; *Te Kohanga Reo

The Kohanga Reo, or "language nest" centers, provide places where Maori children can learn their native language. In its partnership with Te Kohanga Reo, the New Zealand Early Intervention Service has: (1) sent representatives to Maori tribal committee meetings; (2) ensured Kohanga Reo representation on early intervention management teams; (3) provided in-service training for teachers; (4) worked with local health care professionals in the treatment of ear disease in children under 3 years of age and the education of these children about the disease; and (5) provided workshops for local people on teaching children with special needs. Some issues of concern in the partnership with Te Kohanga Reo include the constraint of government regulations on Kohanga Reos' operations; the need for Maori language materials; and the need for more bilingual classes. Issues relating to children with special needs include teaching special needs children through all their senses; providing them with more guidance during play than is given to other children; and encouraging Maori applicants to enroll in a college course on the education of special needs children. (BC)

enrolled in school watch an average of 3.1 hours of television or videotapes each day. Those in nursery school watch 2.6 hours per day, and those in primary grades watch about 2.2 hours per day. More children have restrictions on the types of television shows they may watch (85 percent) than on the number of hours they may watch on weekdays (60 percent) and on the total number of television viewing hours (56 percent). (LB)

ED 341 514 PS 020 313

West, Jerry; And Others
Experiences in Child Care and Early Childhood Programs of First and Second Graders. Statistics in Brief.
PUB DATE- Jan 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Day Care Centers; *Early Childhood Education; *Family Day Care; Grade 1; Grade 2; Kindergarten; National Surveys; Nursery Schools; Parent Background; School Readiness; *Young Children
IDENTIFIERS- *Home Child Care; *National Household Education Survey

The 1991 National Household Education Survey collected information on children's experiences in the home; in home-based child care; in center-based programs, including day care centers and nursery school; and in school. Data were collected by telephone from the parents and guardians of 13,892 children of 3 to 8 years between February and April of 1991. The overall response rate was 76.3 percent. The rationale for the survey was the belief of many experts that children are better prepared for first grade if they have experienced some high quality group care or nursery school. This survey covered the types of child care and early childhood program experiences first and second graders had before they entered first grade. It was found that 28 percent of children enrolled in first or second grade had received nonparental, home-based care by relatives on a regular basis before entering first grade, and 27 percent had received home-based care from nonrelatives. A total of 71 percent of first and second graders had attended center-based programs. Children whose parents had a high school education or less were more likely than other children to enter first grade without a center-based experience. Kindergarten experience was nearly universal. Children whose parents had more than a high school education were less likely to have attended full-day public kindergarten than children whose parents had a high school education or less. (LB)

tribal and Bureau of Indian Affairs (BIA) schools due to low pay and lack of retirement programs; (5) inadequate funding and substandard facilities at BIA schools; (6) advantages and disadvantages of BIA boarding schools compared to public schools; (7) postsecondary planning, career aspirations, and college preparation versus vocational education; (8) difficulties in sharing innovative curriculum; and (9) the need for educational change in the schools serving Native Americans. Also described are local programs and strategies to curb high dropout rates; state and local initiatives encouraging inclusion of Native language and culture in the curriculum; and entrepreneurship programs in reservation schools. (SV)

DESCRIPTORS- Case Studies; *Classroom Communication; *Classroom Environment; Classroom Observation Techniques; Cognitive Processes; *Educational Change; *Elementary School Mathematics; Grade 3; Interviews; Learning Strategies; Mathematics Education; *Mathematics Instruction; Primary Education; Problem Solving; Teacher Attitudes; *Teacher Behavior; Teaching Methods

IDENTIFIERS- *Mathematical Thinking

Classrooms in our nation's schools reflect an "assembly-line model" of work in which the educational product is a set of students' performance and abilities learned in school. Contemporary educators are critical of the old factory model and seek to replace it by classrooms whose goals are to learn and to develop knowledge. Studied is the case of third-grade teacher Keisha Coleman, who, during the 1989-1990 school year, revised her views of the learning and teaching of mathematics and significantly changed her teaching practice. Beginning in October, the researcher spent 1 day a week in Ms. Coleman's mathematics classroom. Her lessons were observed, classroom discourse was audiotaped, and Keisha was interviewed after each lesson about how and what she was trying to teach, why she was trying to teach it, and what she hoped that the students would get out of the lesson. Reported here is a mathematics lesson taught by Keisha in November 1989, focusing on several major revisions that occurred in her mathematics teaching. She moved away from "teaching as telling" and moved towards guiding discussions as students figured out solutions to mathematical problems for themselves. Rather than focusing on covering mathematical content, Ms. Coleman focused on solving mathematical problems and discussing students' solutions and explanations. The ways that Keisha revised her thinking about teaching are discussed and possibilities for further revisions in her thinking. (KR)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction Materials; Creative Thinking; Industrial Arts; *Integrated Curriculum; Laboratory Experiments; Machine Tools; *Manufacturing; *Mathematics Education; Problem Solving; Resource Materials; Science and Society; *Science Education; Secondary Education; Transparencies; Visual Aids
IDENTIFIERS- Maryland; *Technology Education

The curriculum materials contained in this document were developed through a cooperative effort by educators in the state of Maryland. It was a curriculum project aimed at the meaningful integration of mathematics and science. It is suggested that these materials be used in two significant ways. First, this document can serve as an instructional materials resource collection. An extensive variety of technology topics are covered, with each topic including detailed information sheets identifying the mathematical and scientific principles that could be studied in a technology education activity. Secondly, this document can serve as a materials resource guide. This is accomplished by providing a format and process for the creation of similar classroom instruction materials. Topics include the following: (1) bandsaw; (2) bicycle frame brazing; (3) blind pop riveting; (4) board footage; (5) buffing wheel; (6) design and construction-fiberglass boat; (7) dip molding; (8) drillpress; (9) drills; (10) electric spot welding; (11) injection molding; (12) jigsaw; (13) laser drilling-welding; (14) lathe cutting speeds; (15) micrometer; (16) oxygen-acetylene torch; (17) rotational molding; (18) soldering; (19) thermoforming; (20) tin snips; (21) wood finishes; (22) wood laminating; (23) wood stains; (24) wood turning; and (25) wood waxes. Each of the 25 technology topic entries includes the title, descriptions of the transparencies, science concepts, mathematical concepts, and transparency masters graphically illustrating the topic. A list of additional documents available from the Division of Vocational-Technical Education, Maryland Department of Education is provided. (KR)

cases during this formative decade. Among the most important developments in the Court's jurisprudence at this time involved international laws of the seas, state sovereignty, establishing procedures for parties appearing before the Court, and, what are still its most important institutional missions today, the interpretation of the Constitution and Congress' will. Given the importance placed upon the Bill of Rights today, it is ironic that none of the cases of the Court from its Philadelphia decade even mention it. (DB)

ED 341 592   SO 021 393

McLaughlin, John
Building a Case for Arts Education: An Annotated Bibliography of Major Research, 1990.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - General (140)
DESCRIPTORS- Annotated Bibliographies; *Art Education; Educational Development; *Educational Research; Elementary Secondary Education; *Role of Education; Student Educational Objectives

The first section of this monograph describes research trends and major issues in the arts education field, such as: (1) some of the major arts education advocacy pieces; (2) current policy and practices in arts education; (3) current trends in arts education research; and (4) building a case statement for arts education based on research. The second section lists bibliographic citations from the research literature that validate each of the 11 points of a case statement proposed on behalf of arts education based on current education concerns. The third, and final, section contains annotations of the 88 sources cited in the monograph arranged by discipline (multidisciplinary studies, dance, music, theater, and visual art). The sources include qualitative and quantitative research on dimensions of the arts and other variables; journal entries that are compilations of research on dimensions of the arts and arts education; writings that are the accumulation of years of research by well known education and arts researchers; and evaluations and assessments of arts projects and programs. The second and third sections of the monograph are cross-referenced. (Author/DB) process of formal art criticism therefore every unit/lesson that utilizes a formal art criticism also serves discipline based art education (DBAE). The five steps in formal art criticism and their corresponding DBAE components are: (1) Describing--Art Criticism; (2) Analyzing--Art Criticism and Aesthetics; (3) Interpreting--Art Criticism and Aesthetics; (4) Funding--Art Criticism and Art History; and (5) Disclosing--Art Criticism and Art Production. Sample lesson plans that model for planning/learning situations that incorporate DBAE content are included. These lesson plans should be modified to suit individual needs before being taught and later should be remodified depending on students needs each time the lessons are taught. Working in art involves evaluation and change because it is part of what knowledge and creativity are all about. (KM)

ED 341 615   SO 021 801

Stokrocki, Mary
Teaching Art to Amish Children. A Participant Observation Study of Teaching Art to Amish Children.
PUB DATE- 7 Jul 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; Art Activities; *Art Education; *Communication Skills; Cultural Activities; *Ethnography; Grade 8; Handicrafts; Junior High Schools; *Teacher Student Relationship; Teaching Methods; Visual Arts

The purpose of this study is to describe, analyze, and interpret through participant observation the teaching of art to Amish eighth graders in a public school. The description of what and how art is taught by a non-Amish art teacher raises questions of appropriate content, patterning of instruction, strategies for developing perceptual awareness and artistic competence, censorship, values of simplicity/harmony versus complexity/disharmony, and points towards fundamentalist concerns. (Author) activities have been confined to locations where rock art sites are easily accessible (western and southwestern United States). If more students are to gain access to this peerless resource then art education and art history curricula must be revised. Through the study of rock art, insight can be gained into the continuum of human creative effort to cope with and understand the world. This is an opportunity art educators must not ignore. (Author/KM)

ED 341 637 SO 021 948

Sikes, Lucinda
Art and the Craft of Avoidance: Toxic Art Supplies Lack Warnings Despite Federal Labeling Law.
PUB DATE- Sep 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adhesives; *Art Education; *Art Materials; *Federal Legislation; *Government Role; Handicrafts; *Hazardous Materials; Public Health; *School Safety
IDENTIFIERS- Consumer Product Safety Commission; Public Interest Research Group

Despite federal law requiring that art and craft materials be labeled, many products continue to be sold without adequate identification of their contents. This report summarizes the findings of the U.S. Public Interest Research Group (PIRG) which conducted an investigation in June and July 1991 to determine how art and craft manufacturers comply with the federal labeling law. The investigation found the following: (1) 44 percent (23 of 52) of the art products surveyed that contained toxic chemicals failed to warn of the associated long-term health hazards; (2) only 19% of the supplies surveyed included a phone number on the product label; (3) only 36% included a conformance statement on the label; and (4) different brands of similarly toxic products had different labels--one that warned of the long-term health hazards and one that did not. The PIRG calls upon the Consumer Product Safety Commission to investigate the findings of this report and for government action to enforce the law. (KM) incorporation of diverse content and approaches into the process of teaching while attending to the cultural norms that affect learning. Ethnographic methodology was utilized to collect data through classroom observation and through interviews with Katherine and her students. Findings suggest that Katherine created a successful atmosphere of learning by fostering a positive, creative learning environment and by implementing instructional content and modalities relevant to her students, thus facilitating their personal growth as well as their academic achievement. (LL)

ED 341 657 SP 033 540

Drummond, Robert J.
How Principals Rate 90-91 Beginning Teachers.
PUB DATE- Dec 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Evaluation Utilization; Excellence in Education; Higher Education; *Preservice Teacher Education; *Principals; Program Improvement; *Rating Scales; Surveys; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- Florida; National Council for Accreditation of Teacher Educ

The purpose of the study described in this paper was to investigate how principals rated the competencies of beginning teachers in Florida who had graduated from the University of North Florida. The 1990-1991 study complies with the National Council for Accreditation of Teacher Education standard calling for teacher training institutions to maintain relationships with graduates from its professional education programs, including follow-up studies and assistance to beginning professionals. The principals were asked: (1) to provide suggestions on how the university could assist in helping beginning teachers; and (2) to provide suggestions on how the preservice program could be improved. Data were gathered through the use of surveys. The principals rated the generic competencies of beginning teachers and listed strengths and weaknesses. Results are discussed and questions raised as to how the evaluative feedback could be used. Overall, beginning teachers were rated positively; the major weakness identified was classroom management and control. Appendixes include selected survey questions and responses with respect to: strengths and weaknesses of beginning teachers; ways in which universities can become more involved with the school system; and suggestions for improving preservice teacher education. Two tables provide frequency distribution of the principals' ratings and rating of beginning teacher competencies over time. (LL)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Database Management Systems; *Databases; Evaluation Criteria; Faculty; Higher Education; *Information Processing; *Management Information Systems; Program Descriptions; *Program Evaluation; Resumes (Personal); *Teacher Education Programs
IDENTIFIERS- Knowledge Bases; *National Assn for Accreditation of Teacher Educ

This paper describes an approach to information processing developed by Wayne State University (Detroit, Michigan) prior to a School of Education accreditation review by the National Association for the Accreditation of Teacher Education (NCATE). Information was needed to provide persuasive evidence in response to each NCATE criterion. The information processing task included building a data base, selecting a search and retrieval system, and testing the entire system with faculty and administration prior to arrival of the reviewers. The data base consisted of four components: (1) course syllabi; (2) faculty resumes; (3) a description of all programs; and (4) instructional program documentation. The focus of this discussion is on: technical information with respect to entering data into the computer; information processing tasks; text analysis using the Basic Information Retrieval System (BIRS); and the writing of original computer programs. Five tables are appended: (1) Topics Included in the Common Format Used for All Course Syllabi; (2) Selected Topics Included in the Common Format for the Faculty Resume; (3) Common Format Used To Describe Programs Offered by College; (4) Format Used for Instructional Program Documentation; and (5) Terms Selected from NCATE Criterion #20 and Used in BIRS. (LL)

Projections of Education Statistics to 2002.
PUB DATE- Dec 91
NOTE- 229p.; This volume is the 21st report in a series begun in
1964; for prior year's report, see ED 327 581.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Educational Trends; Elementary
Secondary Education; *Enrollment Projections; Expenditures;
*Futures (of Society); Graphs; *National Surveys; Postsecondary
Education; Predictive Measurement; Private Schools; Public
Schools; *School Statistics; Tables (Data); Trend Analysis
IDENTIFIERS- *Educational Information

This edition, 21st in a series, provides revisions of projections shown in the preceding volume and includes statistics on elementary and secondary schools and institutions of higher learning at the national level. Data include projections for enrollment, graduates, instructional staff, and expenditures to the year 2002. Selected projections are also given for the state level. This edition also includes a section on new developments in projecting education statistics that includes enrollment projections by race and ethnicity. A methodology section describes the ways that projections are made and the models used. Most projections include three or four alternatives based on different assumptions about growth. Public and private school enrollments are projected to increase in the period, passing the 1971 peak, with a reversal in the recent decline in secondary school enrollments. While enrollment in higher education is expected to increase, the rate of growth is expected to slow after 1990. Increases in the numbers of classroom teachers and in expenditures per pupil are also forecasted. State level K-12 public school enrollment and public high school graduates are expected to increase, but these increases will vary across the nation. Five technical appendices contain details about the projection methodology; and present supplementary tables, a table of mean absolute percentage errors, an outline of data sources, and a glossary. The text contains 100 figures and 46 tables, and the appendices contain an additional 34 tables. (SLD)

1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Aptitude Tests; Career Counseling; Cognitive Style; *Cognitive Tests; Comparative Testing; Correlation; Females; Males; Problem Solving; *Verbal Ability; *Visual Perception
IDENTIFIERS- *Bipolar Traits; Johnson O Connor Aptitude Tests; Matching Familiar Figures Test (Kagan); Verbalizer Visualizer Questionnaire

This study assessed the bipolarity of cognitive style for 970 clients of the Johnson O'Connor Research Foundation, a vocational guidance service. The 462 male and 508 female examinees were aged 14 to 65 years, with a median age of 24 years. Three cognitive style tests were investigated: (1) the Kagan Matching Familiar Figures Test (KMFFT); (2) the Verbalizer-Visualizer Questionnaire (VVQ); and (3) a test of global versus analytic problem solving constructed for this study. For the KMFFT, speed and accuracy were negatively related, supporting the bipolar interpretation. For the VVQ, verbal and visual orientation were essentially independent, indicating that two distinct attributes were being measured. For the test of global and analytic problem-solving abilities, the two abilities were positively related, indicating that they are both manifestations of a single underlying ability. These findings are further supported by correlations with a battery of aptitude tests. Implications of these results for conceptualizations of cognitive style are discussed. Two tables, 3 figures, and a 14-item list of references are included. (Author/SLD) performance exercises of the Israeli Matriculation Examination. The method is codified and made suitable for the item response theory scaling procedures that will be used in the analysis and reporting of assessment results. Development of the method has also been influenced by the scoring and scaling procedures of the California Direct-Writing Assessment, now used on a mass basis. Mark-point scoring uses rating forms that specify certain main points that the student should make in responding to the exercise or term. Points are identified by an expert who also provides one-sentence descriptions of the points as documentation on the rating form. Readers study the documentation and then, guided by the statements of each point, mark student papers for quality on each point. An example of the application of mark-point scoring to an open-ended item from the Earth Sciences section of the 12th-grade science assessment prototype is presented. Two figures illustrate the text. (SLD)

Angeles (California) USD; (5) Oakland (California) USD; (6) Sacramento City (California) USD; (7) San Diego (California) USD; (8) San Francisco (California) USD; (9) San Jose (California) USD; (10) Hawaii State Department of Education; (11) Boise (Idaho) Public School District; (12) Billings (Montana) Public Schools; (13) Great Falls (Montana) Public Schools; (14) Clark County Nevada School District; (15) Washoe County Nevada School District; (16) Portland (Oregon) Public Schools; (17) Seattle (Washington) Public School District; and (18) Spokane (Washington) Public Schools. Also included is a list of Metro AOD (Alcohol and Other Drugs) coordinators. (JB)

ED 341 753 UD 028 514

Olsen, Randall J.
Statement of Dr. Randall J. Olsen, Professor of Economics, Ohio State University, before the Subcommittee on Social Security and Family Policy, Senate Finance Committee, United States Senate.
PUB DATE- 8 Mar 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Data Collection; Disadvantaged Environment; *Disadvantaged Youth; *Economically Disadvantaged; Economic Factors; Emotional Development; Federal Programs; Government Role; Policy Formation; *Poverty; Poverty Programs; *Research Needs; Research Projects; *Social Indicators; Social Influences
IDENTIFIERS- *National Longitudinal Surveys

In order to study the persistence of poverty across generations with a view to developing or monitoring cross-generational poverty-reduction policies, social indicators to track dependency and deprivation of children are needed. Available data on the dependency and deprivation of children primarily describe the following characteristics of the situation of adults and their households: (1) net family income; (2) wealth; (3) health; (4) household composition; and (5) employment characteristics. In order to measure deprivation and dependency for children, factors important in shaping a child's social, emotions, cognitive, and educational development must be understood. A list of those factors goes beyond that which is the focus of current government data collection efforts. However, a modest program containing many of the necessary elements is now in operation, namely, the National Longitudinal Survey, a longitudinal data collection effort which allows a look at three generations. Data from this study have shown the importance of such factors as level of the mother's education, high school environment, household and community factors, father presence, the local crime rate, and early parenthood. These types of indicators provide effective assessment of the factors that assist children to exit poverty. However, recent cutbacks in data collection have reduced the ability to provide a complete view of all factors. Included are 16 bar graphs and 4 tables. (JB)

ED 341 754 UD 028 517

Saravia-Shore, Marietta, Ed.; Arvizu, Steven F., Ed.
Cross-Cultural Literacy: Ethnographies of Communication in Multiethnic Classrooms. Studies in Education and Culture (Volume 3).

PUB DATE- 92
NOTE- 558p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- American Indian Education; Bilingual Education; Black Students; Chinese Americans; *Classroom Environment; *Cross Cultural Studies; Cultural Awareness; Cultural Context; Cultural Influences; Elementary Secondary Education; *Ethnography; *Intercultural Communication; *Multicultural Education; Puerto Ricans; Teaching Methods; *Urban Schools
IDENTIFIERS- African Americans; *Cultural Literacy

This book, which presents ethnographic studies of multiethnic classrooms and schools in their community context, was designed to illuminate the benefits of an anthropological approach that recognizes the centrality of culture in education. Papers are grouped under three headings: (1) Cross-Culturally Compatible Schooling; (2) Community Contexts; and (3) Constructive Classroom Contexts. Papers from group 1 are: "'Just Open the Door': Cultural Compatibility and Classroom Rapport" (C. Jordan and others); "African-American Students in Exemplary Urban High Schools: The Interaction of School Practices and Student Actions" (V. Mitchell); "Home-School Linkages: A Cross-Cultural Approach to Parent Participation" (S. F. Arvizu); and "Our Voices, Our Vision: American Indians Speak Out for Educational Excellence" (National Dialogue Project on American Indian Education). Sample papers from group 2 are: "Bilingual Education in Community Contexts: A Two-Site Comparative Research Design" (S. F. Arvizu and others); "The Context of Bilingual Education in Milwaukee: Complex Ethnic Relationships in an Urban Setting" (J. Guskin); "Bilingual Education in a Chinese Community: An Ethnography in Progress" (G. P. Guthrie); "Individual Differences in Growing Up Bilingual" (A. C. Zentella); and "Bilingualism In and Out of School: Ethnographic Perspectives on the Determination of Language 'Dominance'" (P. Pedraza and A. Pousada). Papers in group 3 include: "On Ethnographic Studies and Multicultural Education" (H. T. Trueba and P. G. Wright); "Making Contexts: The Social Construction of Lessons in Two Languages" (L. C. Moll and others); "Communicative Competence in a Bilingual Early Childhood Classroom" (D. Volk); "Theoretical and Methodological Issues in the Ethnographic Study of Teachers' Differential Treatment of Children in Bilingual Bicultural Classrooms" (A. A. Maldonado-Guzman); and "Stories of Hope in the Midst of Despair: Culturally Responsive Education for Latino Students in an Alternative High School in New York City" (M. E. Torres-Guzman).

ED 341 755 UD 028 518

Cuenca, Fredericka
National Testing: The National Debate. ASPIRA Issue Brief.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; Elementary Secondary Education; *Equal Education; *Government School Relationship; Minority Groups; National Competency Tests; *National Programs; *Politics of Education; Standardized Tests; *Student Evaluation; Testing Problems; *Testing Programs; Test

Use
IDENTIFIERS- National Assessment of Educational Progress

The issue of a national assessment tool in the form of national testing has recently gained momentum. The expectation is that tough national tests would raise national standards and improve educational equity. The goals are ambitious ones and the stakes are particularly high for disadvantaged youth who currently experience the worst effects of testing practices and an inequitable education system. Even current levels of time and money spent on preparation for and administration of standardized tests may have some of the following consequences: (1) narrowed curriculum; (2) teaching that resembles the tests; (3) downgraded teaching skills and stifling of creativity; and (4) tracking of students with the lowest scores (often minorities) into lowest performing classes. Prominent on the current political scene is the National Assessment of Educational Progress (NAEP). Those who criticize the NAEP focus on the issue of national versus local control. Several alternative proposals are currently being offered. Recommendations for the development of a national, state, or local assessment system of interest particularly for those advocating educational advancement for minorities fall into the following areas: (1) representation and diversity; (2) teacher involvement; (3) parent involvement; (4) standards before tests; (5) development beyond standardized tests; (6) assessment to improve instruction; (7) access for limited-English and handicapped students; (8) monitoring for fairness; (9) de-emphasis of "high stakes"; (10) no tracking; (11) clear reporting of results; (12) reporting school accountability; (13) improvement of education; (14) community and state accountability; (15) adequate time to create an effective system; and (16) sufficient resources for the system's development and implementation. The need for local perspectives is also clear. (JB)

ED 341 756   UD 028 519

Rios, Abdin Noboa
The Hispanic Family: The Decade of Change.
PUB DATE- 2 Nov 90
NOTE- 8p.; Paper presented at the Annual Wisconsin Conference on the Hispanic Family (7th, Milwaukee, WI, November 2, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; *Culture Conflict; Extended Family; Family Attitudes; Family Life; Family Problems; *Family Role; *Hispanic Americans; Minority Groups; *Population Trends; Social Change; *Social Indicators; Social Values; *Sociocultural Patterns; Traditionalism

This speech covers a broad range of issues surrounding the Hispanic American family and the changes it has undergone in the last 10 years. Some of the challenges that past and current society presents to minority groups are cited, and a discussion of family reviews its importance and the meaning of the concept "family" for successful identity. The Latino family is extended and all embracing, including all generations and all categories of relatives, the baptismal and marital godparents, adopted siblings, and others even outside the family itself. An exploration of the confusion and disarray that results when traditional family values in the Hispanic American community come into conflict with the majority white culture covers the decline in cross-generational relations, declining respect for elders, clashes between individualism and sharing, and distrust of educational institutions. A comparison of Latino and Anglo values highlights the incompatibility of the two systems. It is pointed out that the erosion of Latino families in the United States cannot be separated from the general condition of society, and that high levels of poverty, increasing divorce rates, and the fact that the concept of the nuclear family is no logner the norm in the U.S. affect the traditional, tight-knit family even more. A final section discusses the following optimistic indicators and trends: (1) the demographic indicators that soon minority groups will comprise the "minority majority"; (2) new models for reconstructing the family; and (3) efforts directed toward community development. (JB)

ED 341 757 UD 028 520

Altman, Rita C.; Davis, Spencer
Systemwide Student Promotion Program. Annual Report, November 25, 1991.
PUB DATE- 25 Nov 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Annual Reports; Asian Americans; *Board of Education Policy; Elementary Education; Enrollment; Grade Repetition; Hispanic Americans; Minority Groups; Remedial Instruction; *School Districts; School Statistics; Sex Differences; *Student Promotion; Summer Programs; *Urban Schools
IDENTIFIERS- African Americans; *Philadelphia School District PA

This report provides data on the status of the 1985 promotion policy established in the School District of Philadelphia (Pennsylvania), and highlights the policy's impact on students as of June 1991. The total citywide enrollments were 105,542 in 1988 and 114,092 in 1991. At the end of the 1987-88 school year, the promotions standards of the policy were fully implemented after a three-year phase-in process. At that time, 76.9 percent of the students met the promotion requirements. In succeeding three years (June 1988 through June 1991), the promotion rate increased in a steady, incremental pattern of performance. In June 1991, the promotion rate was 84.9 percent. The effect of one major intervention, summer school remedial instruction, was to permit a segment of students to meet promotion requirements and to increase the overall promotion rate from 80 percent in 1988 to 87 percent in 1991. Students who do not meet the promotion requirements two years in a row are not retained again. Instead, they are identified in the category "Did Not Meet Criteria", are placed in the next age appropriate grade, and are not calculated in either the promoted or retained category for statistical reporting purposes. The percentage of those students decreased from 4.3 percent to 2.3 percent between June 1988 and June 1991. The bulk of the document consists of two tables and nine bar graphs. (JB)

ED 341 758 UD 028 521

Keller, Gary D., Ed.; And Others
Assessment and Access: Hispanics in Higher Education. SUNY Series, United States Hispanic Studies.
PUB DATE- 91
NOTE- 338p.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Persistence; *Access to Education; College Entrance Examinations; *College Students; Educational Assessment; Educational Discrimination; *Educational Opportunities; Heuristics; Higher Education; *Hispanic Americans; *Spanish Speaking; Teacher Education; Test Bias; Test Coaching; Test Construction; Test Wiseness; Thinking Skills
IDENTIFIERS- College Board Achievement Tests; Latinos; Scholastic Aptitude Test

This book contains 10 papers on solutions and barriers to improving the access of Hispanic American students to higher education. Following an introductory essay on: "Advances in Assessment and the Potential for Increasing the Number of Hispanics in Higher Education" (G. D. Keller), the papers are organized into four parts. Papers in part I address Hispanic American access factors. They are: (1) "Cultural and Linguistic Influences on Latino Testing" (J. P. Mestre and J. M. Royer); (2) "Diagnostic Testing of Reasoning Skills" (R. P. Duran); and (3) "Assessing Heuristic Knowledge To Enhance College Students' Success" (R. V. Padilla). The following papers in part II review advances in test construction on behalf of Hispanic Americans: (4) "Time as a Factor in the Cognitive Test Performance of Latino College Student" (M. M. Llabre); (5) "Factors Related to Differential Item Functioning for Hispanic Examinees on the Scholastic Aptitude Test" (A. P. Schmitt and N. J. Dorans); and (6) "Equating the Scores of the College Board 'Prueba de Aptitud Academica' and the College Board 'Scholastic Aptitude Test'" (W. H. Angoff and L. L. Cook). Papers in part III explore testing and Hispanic American access to the teacher profession. They are: (7) "Competency Testing and Latino Student Access to the Teaching Profession: An Overview of Issues" (R. R. Valencia and S. Aburto); and (8) "Research Directions and Practical Strategies in Teacher Testing and Assessment: Implications for Improving Latino Access to Teaching" (R. R. Valencia and S. Aburto). Part IV deals with "TestSkills," a program that addresses the problems of understanding and motivating many Hispanic American students approaching college. Papers are: (9) "The Development of 'TestSkills': A Test Familiarization Kit on the PSAT/NMSQT for Hispanic Students" (L. Gaire); and (10) "A Preliminary Evaluation of 'TestSkills': A Kit To Prepare Hispanic Students for the PSAT/NMSQT" (M. Pennock-Roman, D. E. Powers, and M. Perez). Included are copies of questionnaires used in the study of "TestSkills," on the contributors, and over 500 references. (JB)

ED 341 759 UD 028 522

Allen, Walter R., Ed.; And Others
College in Black and White: African American Students in Predominantly White and in Historically Black Public Universities. State University of New York Series, Frontiers in Education.
PUB DATE- 91
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Access to Education; Black Colleges; Black Education; *Black Students; *College Students; Conference Papers; *Equal Education; Graduate Study; Higher Education; National Surveys; Racial Differences; School

Desegregation; Science Education; *State Universities; Student Characteristics
IDENTIFIERS- *African Americans

This collection contains 15 papers on issues surrounding equal opportunities in higher education for African Americans during the decades since predominantly white campuses became desegregated. Papers are organized in four parts: (1) Orienting Perspectives to the Study of Black Students in U.S. Higher Education; (2) The Under Graduate Years: Empirical Research Findings; (3) The Graduate and Professional Years: Empirical Research Findings; and (4) Practical Issues in the Higher Education of Black Americans. Representative titles are: "Winners and Losers: A Regional Assessment of Minority Enrollment and Earned Degrees in U.S. Colleges and Universities, 1974-1984" (Deskins); "Focus on Equity: Race and Gender Differences in Degree Attainment, 1975-76; 1980-81" (Trent); "Assessing the College Major Selection Process for Black Students" (Thomas); "Racial Similarities and Differences in the Predictors of College Student Achievement" (Nettles); "Personal Traits, Institutional Prestige, Racial Attitudes, and Black Student Academic Performance in College" (Smith); "Social Support Networks and Undergraduate Student Academic-Success-Related Outcomes: A Comparison of Black Students on Black and White Campuses" (Davis); "Correlates of Academic Performance among Black Graduate and Professional Students" (Braddock, Trent); "The Demographic Fallacy of the Black Academic: Does Quality Rise to the Top?" (Mickelson, Oliver); "Determinants of Success for Black Males and Females in Graduate and Professional Schools" (Matthews, Jackson); "Toward Effective Desegregated Schools" (Hare); "Intervention Can Make a Difference: The Impact on Standardized Tests and Classroom Performance" (Frierson); and "Tackling the Fear of Science: The Impact of a Computer-Based Study Center on Minority Student Johnston). Part V contains a selected bibliography; a description of data sources; an index; notes on the contributors; and notes and references for each of the papers. (JB)

ED 341 760 UD 028 524

Fraser, Lowrie A.
Teacher Morale in the Atlanta Public Schools: Spring 1990. Report No. 4, Volume 25, 11/91.
PUB DATE- Nov 91
NOTE- 213p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; *Public School Teachers; Recognition (Achievement); Rewards; School Districts; *Secondary School Teachers; Teacher Attitudes; Teacher Burnout; Teacher Characteristics; Teacher Expectations of Students; *Teacher Morale; Teacher Response; *Urban Schools
IDENTIFIERS- *Atlanta Public Schools GA

A study was done of Atlanta (Georgia) public school teacher morale in May of 1990. About 40 percent of the teaching staff (1,520 teachers) voluntarily completed a 91-item questionnaire that contained subsets of questions from the Maslach Burnout Inventory and three subscales of emotional exhaustion, departmentalization, and personal accomplishment. Results indicate the following findings: (1) 55 teachers were in some stage of burnout; (2) overall school climate affected teachers' attitudes; (3) 61 percent frequently or continuously receive tangible rewards from teaching that make them enthusiastic about their jobs; (4) 21 percent indicated that they never felt that if they had it to do over again that they would be teachers; (5) seven percent never felt they had adequate supplies and materials; (6) teacher indicated that they believe they had higher expectations for student performance than 2 years ago, and they believed students have increased their belief in their ability to learn; (7) 22 percent felt they were encouraged by opportunities for advancement; (8) while on the job, 61 percent of the teachers often help students with non-academic problems; and (9) 61 percent received support and encouragement from their principals. Included are 35 references. Appendix 1 provides three tables of responses to all the questions by total group. Appendix 2 provides 37 bar graphs referring to teachers' outlook, morale, and opportunity. Appendix 3 is a complete listing of all teacher responses to questions soliciting teacher suggestions. (JB)

ED 341 761 UD 028 535

Kennedy, Mary M., Ed.
Teaching Academic Subjects to Diverse Learners.
PUB DATE- 91
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Education; Cultural Background; *Cultural Differences; *Elementary School Teachers; Elementary Secondary Education; Higher Education; History Instruction; Learning; Mathematics Instruction; Multicultural Education; Science Instruction; *Secondary School Teachers; Teacher Education; Teacher Effectiveness; *Teacher Qualifications; Teaching Skills; Writing Instruction
IDENTIFIERS- *Subject Content Knowledge

This book presents 15 papers on the subject of what teachers must know for effective teaching. The book organizes the papers into three parts: Part I offers papers on teaching particular academic subjects, Part II offers papers on the diverse needs and types of students, and Part III offers conclusions. The following papers are in Part I: (1) "Policy Implications of Research on Science Teaching and Teachers' Knowledge" (C. W. Anderson); (2) "What Teachers Need To Know To Teach Science Effectively" (A. E. Lawson); (3) "Teaching Mathematics for Understanding: What Do Teachers Need To Know About Subject Matter?" (D. L. Ball); (4) "What Do Math Teachers Need To Be?" (H. Clemens); (5) "Parades of Facts, Stories of the Past: What Do Novice History Teachers Need To Know?" (S. M. Wilson); (6) "Social Science Knowledge and Citizenship Education" (J. A. Banks); (7) "Musts for Writing Teachers--Report from the Classroom" (T. Romano); (8) "The Knowledge Necessary To Teach Writing Effectively" (G. Hillocks, Jr.); and (9) "Teaching/Writing in a Community of Inquirers" (J. T. Gage). The following papers on student learning, cognition, and cultural backgrounds are in Part II: (10) "What Teachers Need To Know About Learning" (R. E. Floden); (11) "Teaching Children: What Teachers Should Know" (A. B. Anderson); (12) "Teachers, Schemata, and Instruction" (S. Engelmann); (13) "Culture and Teaching: What Do Teachers Need To Know?" (C. A. Grant); and (14) "What Teachers Need To Know About Cultural Diversity: Restoring Subject Matter to the Picture" (G. W. McDiarmid). The following paper is in Part III: (15) "Merging Subjects and Students into Teaching Knowledge" (M. M. Kennedy). (JB)

ED 341 762 UD 028 536

Ascher, Carol
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 4p.; Digest co-published by the ERIC Clearinghouse on Teacher Education and the ERIC Clearinghouse on Urban Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bureaucracy; Class Size; *Elementary School Teachers; Elementary Secondary Education; Faculty Mobility; *Inner City; Master Teachers; Participative Decision Making; Professional Continuing Education; *Secondary School Teachers; *Teacher Persistence; Teacher Role; *Teaching Conditions; Team Teaching; Urban Problems; *Urban Schools
IDENTIFIERS- ERIC Digests

Senior, high quality teachers can be retained in inner city schools despite limited resources and difficult conditions. Compared to teachers in suburban and rural school districts, teachers in urban systems often have lower salaries, work under greater bureaucratic constraints, teach more students per day, and lack basic materials. Good, supportive working conditions can significantly mitigate such drawbacks. The following measures can serve to create an attractive working environment for urban school teachers: (1) improving the management of existing resources and involving teachers in decisions made at the school level; (2) working for smaller class sizes, which benefits students as well as teachers; (3) rewarding good teaching with opportunities and incentives to remain in the classroom (such as master teacher recognition within the school that allows experienced teachers power, prestige, and money while students and new teachers can continue to benefit from the master teachers' expertise); (4) minimizing bureaucracy and empowering teachers through greater knowledge about their field, their professional community, and educational policy; (5) breaking down teacher isolation through team teaching and joint planning; and (6) helping teachers to try out new teaching methods and generate new ideas for a sense of continual professional learning. Since the effectiveness of urban schools is largely dependent upon quality teachers, efforts to retain them should be a high priority. Included are nine references. (JB)

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